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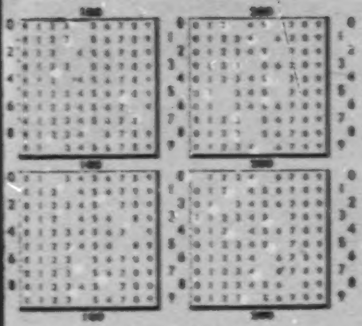
ABSTRACT

Included in the document are: a paper entitled "The Formation of an International Network of Adult Education Documentation Centers"; a book review; a 33-item bibliography of selected works on functional literacy; a 178-item bibliography on selected projects, arranged by country; extracts of three documents which contain sections on literacy; and recent acquisitions in the areas of adult education, communications education, family life education, literacy, and social science. Abstracts of nine documents and catalogue cards for documents pertaining to literacy and literacy programs make up one-third of the document. (SC)



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FOREWORD

A number of international conferences were held this summer which were particularly related to the field of literacy documentation. The Meeting of Experts on Documentation and Information Services for Adult Education, held in Geneva, 29 May- 1 June, set the foundation for a long overdue international network of documentation centres in the field of adult education. Because the editors of *Literacy documentation* feel this is a significant step, we have published a synthesis of the *Final report* of the Meeting in this issue. A review of Unesco's International Standard Classification of Education, introduced at the meeting in Geneva, is also included.

A Bibliography of selected works on functional literacy was prepared by The International Institute for Adult Literacy Methods's Library staff for the International Symposium on Functional Literacy in the Context of Adult Education (West Berlin, 15-25 August). It is reproduced in this issue. Photocopies of individual documents are available at cost upon request.

In addition to abstracts of newly acquired material on literacy, we have added a section of brief extracts of some of the more significant documents in the broader field of education. The portions of these documents dealing with literacy have been particularly accented as this is the area of interest to readers of Institute publications.

The editors of *Literacy documentation* again thank those readers who replied to our recent questionnaire. Your responses and comments have been most helpful, and many of them will be implemented in succeeding issues.

Further comments and suggestions will be greatly appreciated.

Mary B. Davis
Librarian

THE FORMATION OF AN INTERNATIONAL NETWORK OF ADULT EDUCATION DOCUMENTATION CENTRES*

A meeting of experts on documentation and information services for adult education was convened in Geneva, 29 May-1 June 1973. The purpose of the meeting, jointly sponsored by the Unesco Division of Adult Education and the International Bureau of Education, was to discuss means of improving international collaboration among documentation centres serving adult education, and to set up mutual exchanges which might lead to the formation of an international network of documentation centres in the field of adult education.

It was attended by 30 specialists representing institutions in Africa, Asia, Europe, North and South America, all having a major interest in adult education.

A working paper prepared by a Unesco consultant entitled *An information system in the specialized area of adult education,* provided the background for the discussions. The basic principles presented in this paper are:

(a) The eventual maximum use of advanced techniques in documentation, including computerization, in the development of an international exchange system in the field of adult education.

(b) An international service of this type needs to be based on "centralized decentralization" in which national and regional institutions have an indispensable role.

(c) It is necessary to project what this system should be in 3-5 years time, and propose priorities and sequences of action to achieve this.

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* The material in this article is a synthesis of the Meeting of Experts on Documentation and Information Services for Adult Education, Geneva, 29 May - 1 June 1973. *Final report.*

Directory of Adult Education Documentation Centres.

Establishing a network of centres depends upon identifying the organizations which are to become part of this system. A provisional *Directory of adult education documentation centres* was prepared by Unesco for the meeting, and is now in its third edition. A wide range of agencies and institutions concerned with adult education now exists, and they can be broadly grouped into the following categories:

a. National centres for adult education.

b. Specialized centres at a sub-national level.

c. National centres for educational documentation, not specifically dealing with adult education.

d. Regional or international specialized centres for adult education as a whole or for some aspect of it.

e. Regional or international agencies concerned with education as a whole.

f. Regional or international agencies, an important part of whose work is concerned with general or specialized aspects of adult education.

A small working party summarized the kinds of information that should be included in the final form of the *Directory*, and drafted a questionnaire, the answers to which would provide data to assist in the classification of documentation centres.

The Initial International Exchange System: Abstracts.

The meeting decided that the first task of this embryo network of national, regional and international adult education documentation centres will be an international cooperation service for producing and distributing 100-150 interpretative abstracts of adult education each year. National and regional centres will select the materials and prepare interpretative abstracts of 600-1,000 words in their national language and one working language of the United Nations. The abstracts and two copies of the original document will then be sent to IBE, which will act as the central clearing house for:

a. monitoring and final selection;

b. translation into one other working language of the United Nations;

c. processing on a standard format;

d. distribution (with the assistance of other regional and international organizations).

As abstracts are provided, the contributing organization would include the indexing terms it feels are pertinent. The central clearing house can then add indexing terms as deemed appropriate. Thus both national and international points of view will be presented.

Discussion of indexing terminology was preceeded by the introduction of thesauri as a mechanism of information exchange.

There is a general recognition of the importance of setting up thesauri at the national level as they prepare the way for computerization. Provision for regular updating to reflect the evolution of concepts must be made.

Internationally, Unesco-IBE has completed a thesaurus covering the entire field of education . It could serve as a basis for international exchange, as well as a point of reference for national efforts. It was recommended that a mechanism be set up by Unesco-IBE for revision of the *IBE thesaurus* from the aspects of adult education coverage for the preparation of a specialized additional list of terms for this field.

Criteria for Selection of Materials to be Abstracted.

The participants of the meeting agreed that material to be abstracted should be selected according to the needs of the users. Types of usage will vary from country to country, and change as national prerogatives evolve; however, there will be a consistent demand for information on subjects such as:

(a) national adult education policy documents;

(b) legislation relating to adult education;

(c) organization and structure of adult education in each country.

Among the items and questions which should be given priority in selection are:

(a) records of the contribution of adult education programmes to social and economic development and to the solution of major human problems (e.g. rural and urban development).

(b) discussion of change and innovation in adult education.

(c) case studies of adult education projects which might serve as models, both nationally and in other countries.

(d) information relating to the education of disadvantaged groups, such as the illiterates.

(e) studies of research oriented to action or to policy changes.

(f) multi-media instructional materials for adult education.

EVALUATION

A trial period of two years was established during which the abstracting services will be continually evaluated by the national and regional centres, and an advisory group to be established by Unesco. The support and cooperation expressed by the participants reflected the feeling that the time for systemized international exchanges was overdue. The adult education community is ready to develop the network that was sketched out at the meeting.

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Symposium note:

Documentation and international exchange also formed part of the agenda at the International Symposium on Functional Literacy in the Context of Adult Education in West Berlin, 15-25 August, 1973. Dr. Ahmad Fattahipour, deputy director of the International Institute for Adult Literacy Methods, in his lecture entitled "Documentation and an International Exchange of Experiences in the Field of Functional Literacy", emphasized the necessity of establishing and maintaining information links among Member States of Unesco. He drew attention to I.I.A.L.M's role as an international clearing house for documents on functional literacy, and pointed out that countries with literacy programmes should make sure the documentation in this field is sent to the Institute for processing and dissemination.

Among the conclusions reached by the Symposium, were: (1) Universities should be aware of the growing mass of functional literacy material available, and its potential for research and study; (2) Recognition that documentation and information services play a key role in the general structure of adult education, since they give access to both national and international experiments.

Conference papers available:

The following papers were presented at recent conferences by staff members of the International Institute for Adult Literacy Methods. They are available, in limited supply, upon request:

International Symposium on Functional Literacy in the Context of Adult Education, Berlin/West, 15-25 August 1973. *Case Study - Iran.* Tehran, International Institute for Adult Literacy Methods, June 1973. 9 p. Also in French.

-----. *Documentation and international exchange of experiment in the field of functional literacy*, by Ahmad Fattahipour. Tehran, International Institute for Adult Literacy Methods, 1973. 19 p.

International Symposium on Functional Literacy in the Context of Adult Education, Berlin/West, 15-25 August 1973. *A general synthesis of adult literacy activities*. Tehran, International Institute for Adult Literacy Methods, 1973. various pagings. tables.

Based on replies to the questionnaire prepared by the German Foundation for International Development and Unesco. Also in French.

LIRSMA International Seminar on Mass Communication Media in Out-of-School Education and Cultural Developments, Lucca, 24-29 June 1973. *A critical study of educational technology and the need for a systems approach in both individualized instruction and mass education.* Tehran, International Institute for Adult Literacy Methods, 1973. 25 p. Annexes. Bibliography: 6 p.

BOOK REVIEW

International Standard Classification of Education (ISCED). *Three stage classification system: 1972.* Paris, Unesco, 1972. 2 v.

This is a multi-purpose classification system within which comparable data can be assembled on various aspects of educational systems and processes. It has been designed primarily as an instrument suitable for collecting and compiling statistics on education, both within individual countries and internationally.

Internationally, this classification scheme can be expected to find wide usefulness. For instance, it should be useful as a method of arranging educational material in libraries.

ISCED categories have been based upon two principle educational criteria, the level and the subject matter content. It is a three-stage classification system providing successive sub-divisions from level to field to programme group. A system of five digits provides ample accommodation for the approximately 93 digit and 475 digit categories identified in ISCED. Gaps are provided in the coding structure to permit the insertion of additional categories. Eight levels of education are provided for. The use of such a systematic structure by all countries in reporting their educational data is expected to improve the international comparability of statistics.

A detailed breakdown of levels and fields is given, as well as an index by subject. Two sections are provided for literacy, one for simple literacy programmes, and the other for functional literacy projects. Both fit under the general heading of education at the first level.

The main body of the text of this publication describes in detail the classification system and assists the user in understanding the type of information to be placed under each category. The level of education goes from pre-school to post-graduate.

The system should be useful in many contexts, on local, national and international bases. Use of this classification system in a library would certainly be practical.

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EXTRACTS

Editor's note: The documents reviewed below are not specific to the field of literacy, but contain sections dealing with this subject. We have concentrated upon these sections in the following extracts.

Faure, Edgar. *Learning to be; the world of education today and tomorrow*, by Edgar Faure [and others] Paris, Unesco, 1972. xxxix, 313 p. figs., tables. Report of the International Commission on the Development of Education.

One of the most commented on documents in the world of education in its widest sense is *Learning to be*, This is a report prepared by the International Commission on the Development of Education, set up by Unesco in 1971 with M. Edgar Faure (France), former Prime Minister and Minister of Education, as chairman. Many of the suggestions contained therein are now being introduced in Unesco's reoriented education programme which, says Director-General René Maheu, was stimulated by *Learning to be*.

While the report covers the overall field of education in a changing universe, *Literacy documentation*'s staff has examined more particularly the spheres of this work which are of greatest interest to its readers. These include literacy, adult, functional, life-long education and training.

In the Chapter "Progress and Dead End", the report says "The percentage of illiterates has shrunk, but the number of illiterates has continued to increase. However, this at first sight discouraging result contains within it one positive fact: if literacy had only increased at the same rate as in the two preceding decades, the number of illiterate adults would have risen to 810 million by 1970;

instead it was 27 million less than that figure. This may be regarded as a turning-point, since it is the first time that the past trend had been reversed. But the report adds that it would be a mistake to harbour too many illusions as to developments in the real literacy situation in vast regions of the developing world merely after glancing at global statistics. In 1970 in Africa and the Arab States only one adult (i.e. over 15)in four could read and write, while in Asia hardly more than half of the adult population is literate. This means that there are 40 million illiterates in Latin America, 50 million in the Arab States, 143 million in Africa and more than 500 million in Asia. Given a world population estimate of 2,823 million at the end of the 1970s, and assuming that some 500 million more individuals will then be able to read and write, it is thought that in 1980, there will still be 820 million adult illiterates and a world adult illiteracy rate of 29 per cent".

The Commission's report, and it must be remembered that its members are international in character coming from France, Chile, Syria, the Congo, U.S.S.R., Iran and the United States of America, is one of the most revealing documents issued within recent years on the world of education today and tomorrow. Edgar Faure, in presenting it to René Maheu, Director-General of Unesco, says that the keystone of democracy, so conceived, is education, not only education that is accessible to all, but education whose aim and methods have been thought out afresh.

The Commission chairman adds:"....the aim of education is the complete fulfilment of man, in all the richness of his personality, the complexity of his forms of expression and his various commitments - as an individual, member of a family and of a community, citizen and producer, inventor of techniques and creative dreamer".

This is an important book. No matter in what field of education you are engaged it is interesting because it lays out lucidly and clearly the guidelines to the future, particularly at the level of lower education to help many of the developing countries to become "learning societies".

Unesco General Conference, 17th session, 1972. Records of the General Conference, v. 1. *Resolutions and recommendations.* Paris, Unesco, 1972. 170 p.

To face the challenge presented by the rapid evolution of society in a great many countries, there is a constantly broadening and innovative concept of education and a need to adapt it in the light of various technological, social and economic factors.

Unesco *Resolutions and Recommendations* of the 17th session of the General Conference deals with current programmes and information about future programmes.

Education is dealt with broadly, among other things, and the points we feel are of greatest interest to our readers are those dealing with adult education, literacy, and education and rural development.

Adult Education

A regeneration and expansion of adult education on which the effective application of the concept of life-long education was called for according to the report. International cooperation was to be promoted particularly by the assessment of more recent results of research and experiment, and the creation of adult education committees to be affiliated with the National Commissions for Unesco so as to form an international network.

Literacy

Priority attention is being given to all activities aimed at eliminating illiteracy and to encourage post-literacy activities in the spirit of life-long education.

Priority goes to:

a. National programmes for literacy and post-literacy action.

b. The continuance of the Experimental World Literacy Programme.

c. Methodological contributions to the solution of the problems of literacy training.

d. Dissemination of the results of the different literacy and post-literacy experiments.

Education and Rural Development

Within the framework of the Second Development Decade the promotion of long term programmes of education and training for rural development will be continued, including agriculture and fostering the development of scientific and technological education in rural areas.

Unesco General Conference, 18th session, 1974. *Report of the Director-General on the activities of the Organization in 1972.* Paris, Unesco [c1973] xxxiv, 291 p. (18 c/3-1)

The report of the Director-General on the activities of Unesco has been communicated to the 131 member states and the Executive Board. The eighteenth session of the General Conference is to meet in Paris in 1974.

The work of re-orienting the activities of the education sector during 1972 was stimulated by the International Commission on the Development of Education.whose report *Learning to be* is considered to be one of the highlights of the year for Unesco activities in the field of education. This is a fact-packed account of the many activities of Unesco and, the chapter on education (p. 35-90) deals with the Advancement of Education, School and Higher Education, Out-of-School Education and Planning and Financing of Education, with a review of the activities of the regional educational offices of UNESCO in Senegal, Chile and Thailand.

Adult Education

The Third International Conference on Adult Education held at Tokyo, Japan (July 25 to August 7, 1972) brought together 302 delegates and resulted, among other things, in the setting up of two commissions, one to deal with the planning, documentation and financing of adult education, and the second to handle new methods and techniques, the utilization of the major communication media, and the mobilization and training of personnel required for the expansion of adult education.

The need was stressed for governments, international institutes and organizations to place adult education on the same footing as school education.

Literacy

The activities in the field of literacy were widely reviewed in the report, which describes the programme in this sphere of education as reaching a turning point in 1972. Projects financed from United Nations Development Programme making up the World Experimental Literacy Programme were on the point of completion and "the time has come to take stocks of its results".

Dissemination of information on functional literacy and promotion activities continued through a number of channels which included voluntary organizations and those set up in conjunction with Unesco and individual governments.

The experimental programme in world literacy made it possible to develop new techniques which could be used to advantage in other sectors of education. Projects were reviewed in Afghanistan, Algeria, Ecuador, Ethiopia, India, Iran, Kenya, Madagascar, Mali, Niger, Sudan, Syria, Tanzania, Zambia, all UNDP aided schemes. Others where assistance was given to member states, included those in Central African Republic, People's Republic of the Congo, Gabon, Senegal, Togo, Swaziland, Guatemala, Egypt, Laos.

The work of associated agencies was reviewed. These included the International Institute for Adult Literacy Methods. The agreement between Unesco and the Government of Iran was revised and ratified in June 1972 and the Institute was reported to have made noteworthy progress in the field of documentation. The activities in the field of literacy of a number of non-governmental agencies was also reviewed.

RECENT ACQUISITIONS

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Australian Association of Adult Education.
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BLADE Program (basic literacy for adult development)
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Charters, Alexander N   .,ed.

International Seminar on Publications in Continuing Education, edited by Alexander N. Charters and William M. Rivera. Syracuse [N.Y.] Syracuse University, Publications in Continuing Education, 1972.

112 p. (Notes and Essays on Education for Adults, 72)

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ABSTRACTS

Literacy Documentation

v. II, nos. 3-4 (1973)

Abs.

Bikaner Adult Education Association. *Evaluation study: adult literacy project.* Bikaner, India [c1973] 131 p. illus.

The Bikaner Adult Education Association was established by a team of Social workers in 1965 to provide literacy programmes and combine such skills with agriculture, crafts and industry and offer instruction in citizenship and family welfare. Reading rooms were set up to encourage the newly literate to read. Vocational centres to teach typing and shorthand and centres where music and drama form the basic study subjects were also created.

After more than five years operation it was felt that an evaluation was necessary for the operation and planning of present and future programmes and to improve the quality of the overall work being carried out by the Association.

As such, "Evaluation Study" contains much of practical interest, to those engaged in similar work. In India, for example, the problem of illiteracy is wide-spread, and unless seriously tackled can become a major handicap to national development in the future.

Overleaf

Four types of survey forms were used to collect data, says the Evaluation Committee in its report, while three classes of tests were provided in order to measure progress. Twelve villages, typical of the 40 where programmes were being carried out, were used as testing areas. An overall assessment of these tests showed that 65 to 80 per cent of the adult students attained satisfactory literacy skills. Survey forms returned indicated that 66 per cent of the men and 88 per cent of women were illiterate and only 60 per cent of the participants successfully completed courses. The majority of those who did finish the courses expressed views that their efforts had been beneficial and felt professionally more competent than those who remained illiterate.

A questionnaire sent to non-participants, who had been informed of the literacy centre but had not attended classes, gave as reasons for this, lack of leisure time, over tiredness after they had finished work or simply no desire to learn. Many expressed an interest in a programme if it included more visual aids and craft training.

A questionnaire about the use of reading rooms showed that the materials provided therein were satisfacory, but still only a few people used them. This indicated, according to the evaluators, the need for supplementary

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Bikaner Adult Education Association. *Evaluation......* c1973
(Card 2)

literacy services and informal education programmes to encourage more reading and a greater awareness of its importance, both personally and nationally.

Thus the assessors were able to arrive at definite conclusions around twelve main points which in turn brought forth suggested improvements for future programmes. All this is contained in some detail in the Evaluation Study which it is felt will benefit the Bikaner Adult Education Association and help it, in the words of the Association secretary U.C. Kochar, "in toning up its programmes and in eradicating illiteracy." D.C.

Abs.

Espina Reyes, Emma. *Sugerencias para la alfabetización* [Suggestions for literacy] by Emma Espina Reyes [and others] Santiago, Chile, Programa de Educacion de los Trabajadores, Ministerio de Educacion Publica, 1971. 155 p. photos.

This publication shows how the psycho-social method of training can be applied to adult education and tailored to suit the characteristics of a particular acountry. It is based on the experiences of the three authors whose adaptation of the Paulo Freire method in Chile won them the Mohammad Reza Shah Pahlavi Literacy award for 1973.

The aim of the method is to equip the student through enlightenment so that he possesses the power to make decisions and thereby assumes an active role in the social and political life of his country.

The authors show how the illiterate people of Chile were taught through a selection of generative words which enabled them to appreciate their problems more fully, to reflect upon them and offer their views of a solution. By revising and modifying his own view of himself, man can acquire a new value and consequently act with a greater sense of responsibility in his society.

63

Overleaf

Group discussion then leads him to the realization that his strength will come from union with others in the same situation.

Discussion is possible thanks to newly taught language, which is a medium using only a few elements for communicating a large number of ideas and topics. The speaker transmits a message by means of two keys; a semantic key (meaning) and a phonemic key (sounds). The listener or writer decodes the message by means of the same two keys.

For the illiterate adult, only the semantic key is available; he must, therefore, be taught to use the phonemic key. This is what the psycho-social method sets out to do.

One starts by taking one word representing a situation that the students have reflected on as a group. The word is divided into syllables and syllabic groups from which new words are formed.

In order to complete this process, different syllabic structures are gradually incorporated.

How a system of carefully chosen, generative words is built up is described in this book. It is explained that they should be synthesized with current national problems. Thus the word "copper" in Chile is highly significant not

Contd. on Card 2.

Espina Reyes, Emma. *Sugerencias.....* 1971
(Card 2)

only for mine workers but to all Chileans, as the national economy is closely linked with its production and price on the international market. More than twenty generative words (or subjects) were selected for the Chilean experiment, all relating to the everyday problems of life which opened up avenues for reflection and discussion. In this way, the students learnt to be not only aware of themselves, but of what was going on around them and thus were able to have a voice in the day to day progress of affairs.

Abs.

Interdisciplinary Symposium on Life-Long Education. Unesco, Paris, 25 Sept.-2 October 1972. *Strategies for directing existing educational systems towards life-long education: what* [*the*] *Algerian experience has to contribute*, by O. Skander. Unesco, Paris, 1972. 39 p. chart. (ED-72/CONF. 1/5).

This study, written at the request of Unesco, formed part of the contribution to the 1972 Interdisciplinary Symposium on Life-Long Education. It reflects the author's views on the attitude of Algeria to this form of education in a country where 75 per cent of the adults are illiterate and the urgent need is to create a sense of national consciousness to prove to the newly enlightened that out-of-school education plays a vital role in national development.

The author, O. Skander, takes Algeria from 1962, its year of emergence from colonialism to political independence and outlines the problems besetting an Arab country in establishing a new education system based on the ideas of democratization, "Arabization," science and technology.

Overleaf

The new approach started with the introduction of integrated national planning. The first years after independence palliative measures were taken in order to implement immediate action, and the system itself remained basically unchanged until the new educational approach was introduced in 1970, based on past experience and future needs. Ideologies and political considerations had to be balanced and the relationship between education, employment, national economy, industrial and social development made clear, so that more people could play a greater constructive role in the future welfare of themselves and the country.

The author points out that the need for the plan to develop out-of-school education is shown by the fact that the traditional school is open only to the youngest section of the people and, therefore, cannot cope with the 75 per cent of illiterate adults. The traditional system has not been able to take in more than 50 per cent of the school age population and there is a drop-out rate higher than 40 per cent.

It was, the author points out, the four year development plan (1970-1974) that more than anything else made it possible to overcome, to some extent, the psychological barriers raised between the traditionalists in education and the out-of-school programmes, by posing the question of the relationship of

Contd. on Card 2.

Interdisciplinary Symposium on Life-Long Education. *Strategies......* 1972.
(Card 2)

education to economic and social development on a national scale.

While much has been done, as this study shows, there still remains much that can be done to determine and overcome the existing psychological barriers to the new approach of education among adults. The experience gained in Algeria is a model upon which other countries, so placed, can base their plans of educational emergence into the 20th century. The important aspect of it lies in the field of adult or continuing education for in the developing countries; these form the majority and the work potential of the future. D.C.

Abs.

Lawrence, Robert de T. *A short course on establishing self-help, self-supporting news publications in the developing nations. Delivered at the University of Dakar under the guidance of UNESCO and AID/Washington.* July 1970. [n.p., c1970] 124 p. mimeo.

Rural publications are needed for the encouragement and retention of literacy, for adult education and for civic motivation. In spite of the expenditure of many billions of dollars of foreign aid over the last two decades and the massive attention given to education, literacy rates are decreasing, and new literates are losing their skills. During this period journalism has been completely omitted from international development programmes, although ten years ago development planners were advised of the consequences of not including journalism in foreign assistance programmes.

Recommendation is made for the following steps to be taken by Unesco: (1) establish a rural publications office in Paris to oversee operations in Latin America, Africa, South Asia, and the Far East; (2) establish two-man offices throughout the developing countries to demonstrate and teach the starting of low-cost, self-help, money-making, mimeographed newspapers; (3) hold three-week seminars, two to four times a year, preferably in countries desiring rural projects; (4) encourage and assist the

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holding of courses in practical rural journalism; and (5) publicize the programmes widely, informing leaders in developing countries about problems of the programme and their solutions, and urge donor nations to establish offices in their foreign assistance programmes.

An outline of instruction is given for a short course on establishing self-help, self-supporting news publications in developing nations. The course begins with a brief summary of the necessity of local publications for local, regional and national development and an emphasis on the expediency of the immediate use of locally available educational talent and of a mimeograph for printing. The second part of the course deals with the role of the government in planning rural publications, and on helping it to grow. Part three discusses the responsibilities of the programme representative in instructing the publisher, editor, mimeo-printer and rural businessmen. Also covered are the aspects of gathering and preparing news, financial management and make-up and printing. (At this stage a model paper is prepared). Part four deals with an experiment conducted in Liberia. Aspects discussed are the planning and implementation of the project; development of the plan and growth of the publications network. Conclusions are drawn in terms of the importance of the project for Liberia and as an example for other developing nations. G.P.

Abs.

Lumsden, D. Barry. *An empirical evaluation of employment education programmes for adult basic education.* Raleigh, N.C., n.d. 8 p.

With 3 million illiterate and 20 million functionally illiterate adults in the U.S., there is a genuine need for instructional materials for the under educated adult. The problem does not lie in the availability of materials but rather in their validity.

In order to develop materials relevant to under-educated adults, three linear programmed booklets on employment education have been developed for field-testing. They are: (1) Major Sources of Job Information, (2) Getting in Touch with a Job, and (3) The Job Interview. Accompanying them are the results of field tests taken in the initial and final stages of study operations.

Adult students numbering 191 with less than eight years formal education participated in the field-testing programme. They were given pre-tests and then allowed to work on the programme by themselves at their own pace. Upon completion, a second achievement test was given.

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In order to measure achievement, a G-ratio was defined as the ratio between the amount of learning actually gained and that which could have been gained can be measured. The positive value varies between 0 and 1, with less than .50 considered as ineffective.

Initial field-tests of the Employment Education Programme produced G-ratios of .43, .38 and .35, respectively for the three booklets indicating they were instructionally ineffective. They were, therefore, revised, re-issued to classes, the members of which were then retested. G-ratios for these field-tests were .64, .70 and .61, respectively indicating instructional effectiveness. As a result of these tests, the Adult Learning Centre intends to distribute the programme booklets as a valid adult education course in employment education. J.G.

Abs.

Ministry of Education and Social Welfare, India. Directorate of Adult Education. *Farmers' training and functional literacy; a pilot evaluation study of functional literacy project in Lucknow district.* Technical report. [New Delhi, National Staff College for the Directorate] 1973. 70 p.

India has a tremendous need to solve both its literacy and food production problems. In association with these, a functional literacy programme was promoted to train farmers in improved agricultural technology while learning literacy skills.

A Pilot Study was established to evaluate achievements in these areas and also to assess the teaching/learning situation. Through this study it was ascertained that participants were young, mostly from backward or scheduled castes and were professional farmers. Achievements in literacy indicated that interest here was sustained by follow-up literature and that the higher the the achievement level, the more farm technology practices were put into practice.

From this Pilot Study, implications for future studies suggest that

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participation must be encouraged when leisure time is available, adequate facilities should be provided, records properly maintained and teachers should keep notes on matters relevant to the overall teaching-learning position. It was suggested that further research should also be carried out to study administrative organization, motivational factors, and follow-up on the Pilot Project to attain long-term effects. J.G.

Abs.

Natesh, A.M. *Organization of literacy broadcasting in Zambia; a manual.* n.p., Republic of Zambia, assisted by Unesco, 1972. 203 p.

In an age of mass media the role of radio, television and satellites in education can scarcely be overlooked. Sophisticated and useful as most mass media systems are to education, the use of simple radio broadcasts appear to be the most practical in developing countries today. They are both versatile and economical.

Radio can be used for various phases of educational programmes. In Zambia it was found "that radio could be used effectively for not only motivation and publicity but also for the enrichment and re-enforcement of field lessons" This was supplemented by visual aids and trained instructors.

As in most developing countries, Zambia is faced with the problems of an obliviousness to the benefits of literacy; negative attitudes of men; lack of trained instructors, personnel and facilities and a high drop-out rate. In an effort to meet these problems, Zambia's literacy programme, presented in seven languages, is based on the principle of "Education through entertainment" aimed at motivation, information and instruction with active participation by the audience whenever possible. Experience has shown that

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radio broadcasts are also useful for basic and functional literacy activities and the orientation of literacy officers. They have a favourable audience reaction.

Before broadcasting of literacy programmes can be introduced into any country, however, a survey of existing facilities and conditions must be carried out. This includes: the social, economic and educational composition of the community, the existing literacy programme and attitudes of the people. Finances must also be consdiered. Next, the work of literacy officers and broadcasters must be carefully coordinated and instructors must be trained in the utilization of radio to produce an effective programme. Then programme content must be planned, taking into consideration the time available on the radio.

Programmes in Zambia include motivational dramas emphasizing literacy and development and information sessions concerning the benefits of literacy. Such studio broadcasts are supplemented by an instructor with visual aids for the field lessons at radio club forums. Functional literacy broadcasts include demonstrations and technical training for students as well as for literacy officers and instructors. The aim of the radio programme is to attract listeners through features, dramatizations, dialogues and magazines based on the principle of "Education through entertainment" and "Learning by doing".

Natesh, A.M. *Organization......* 1972.
(Card 2).

Listening clubs follow broadcasts with discussion forums from which a report is filed to determine their reaction, comments and questions to provide feedback and content for future broadcasts. This creates a dialogue between producers and audiences and allows participation of the latter by broadcasting answers to their questions. It also provides a method of evaluating the contents of the broadcasts.

The effectiveness of such programmes is dependent on a number of other factors, such as broadcasting techniques and coordination. Problems do arise in relation to radio maintenance, inadequate supplies and facilities, ability and attitudes of instructors and staff, indifference of students and a general lack of coordination. On the whole, however, radio broadcasting can be an effective asset to a well-planned literacy programme.
J.G.

Abs.

Paterson, R.W.K. "Social change as an educational aim". *Adult education*
London. v. 45, no. 6 (March 1973) p. 353-359.

"The assumption that social change is a legitimate and central aim of adult education" has become a popular theory which should be critically examined. This article on "Adult Education" does just this.

Social change is considered basically desirable. But the problem is on which change should adult educators focus? This is a realm of value-judgements which are eminently controversial in Britain as in any other society where educators represent non-homogeneous groups.

When introducing social change into adult education we run the risk of turning education either into a political arena or a political closed shop. It will produce either derision or unfavourable uniformity among educators.

Because of the primary objective of adult education being the development of skills and understanding, the introduction of social action would tend to put commitment to social causes above that of the education itself, resulting in a loss for both. Each should be given total commitment without one being subservient to the other.

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Unlike the teacher of children, the adult education teacher deals with students whose characters and moral values are already formed. Their primary responsibility,therefore,is to impart knowledge and skills which are morally, socially and politically neutral rather than to promote social reforms which they personally favour.

Social reform is the prerogative of society and should not be delegated to one group, such as educators, even when the social problems directly effect education itself. Instead, adult education should work within society towards its priorities. Its primary responsibility is to transmit truth and encourage criticism even with respect to social change. J.G.

Abs.

Shankar, R. *An experiment in functional literacy teaching through Naya Savera Method.* Lucknow, Literacy House, 1972. 32 p.

The Naya Savera Teaching Technique is a combination of"synthetic" and "analytic" methods of functional literacy training for adults. It consists of a primer for basic reading and writing skills, and three graded readers to develop these skills to the functional literacy level within 10 to 12 months. The technique places a special emphasis on teacher selection and training.

A six-month experimental programme was established. It aimed at teaching basic reading, writing and arithmetic to a given standard as well as imparting knowledge relevant to work, community and population problems. Since it was felt that 6 months was insufficient to adequately cover all the material, a study was conducted in which one group followed the regular time schedule for the 6-month course and another group followed an extended schedule for 9 months. Ten classes were organized for the study; teachers were chosen from among educated young adults in selected villages. Participants were then tested to determine their level of literacy before beginning their respective programmes.

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Out of a total enrolment of 255 adults, it was found that the majority were 15-35 years old, which increases the homogenity of classes, were married and came from the backward castes, the most under-privileged regarding education. They were mostly labourers or farmers, and since the classes were held in agriculturally based villages, class attendance was poor with more than half attending for less than 90 of the scheduled 140 days. After primer tests were conducted, 2,3 and 6 months after beginning classes only 173 students participated in one or more tests with only 74 being successful. From functional literacy tests conducted after 7 and 9 months it was found that average reading speed was greater for the 9 month group than for the 6 month group while writing speed was lower for the 9 month group. This is possibly due to the fact that results of the old and the new tests were contradictory but also suggests that reading speed will not increase after 6 months without deliberate effort.

According to overall findings of the study, literacy programmes would do well to concentrate on young adults in villages of the scheduled or backward castes with an agriculturally based curriculum. Greater care should be taken in selection and motivation of students to prevent drop-outs; classes should be conducted for 9-10 months allowing for monsoon season, etc., an accurate test of reading, writing and arithmetic attainment levels must be devised;

Contd. on Card 2.

Shankar, R. *An experiment*....... 1972
(Card 2)

functional aspects should accommodate the needs of target groups. Lastly, literacy operatives and teachers should be adequately trained in all phases of their work. J.G.

CATALOGUE CARDS
FOR DOCUMENTS PERTAINING TO
LITERACY AND LITERACY PROGRAMMES

Literacy Documentation
v. II, nos. 3-4 (1973)

Tehran 151

Adult Basic Education Office, Gujranwala, Pakistan.
Life-Long Literacy Project, May-August 1972; report of the [Project n.1]
by Vincent A. David, Director. Gujranwala, Punjab, September 1972.
24 p. illus. maps.

1. ADULT BASIC EDUCATION. 2. ADULT LITERACY. 3. DROPOUT RATE. p. 15. 4. EVALUATION. 5. FACILITIES. p. 4,T. 6. INSTRUCTIONAL MATERIALS. p. 17. 7. OBJECTIVES. 8. PILOT PROJECTS. 9. PROGRAMME COSTS. p. 18,24. 10. REPORTS. p. 10. 11. STUDENT MOTIVATION. p. 4. 12. STUDENT TEACHER RATIO. p. 18. 13. TEACHER BACKGROUND. 14. TEACHER ORIENTATION. 15. TEACHER RECRUITMENT. 16. TEACHER SALARIES. p. 3. 16. TEACHER SELECTION. I. David, Vincent A. II. Title.

Contents. (section numbers given by the library)

I. Life-Long Literacy Project. p. 3-4 [including] 1. Atmosphere of literacy. 2. Leadership. 3. Travelling facilities. 4. Incentives and motivation. 5. Local teachers. 6. General facilities. II. Project objectives. p. 5. III. Project operation. p. 5-14 [including] a. Survey. b. Selection of teachers. c. Training of teachers. d. Refresher courses. e. Recruitment of students. f. Literacy pre-test. g. Distribution of materials.

Overleaf

h. Starting of the classes. i. Supervision. j. Reports. Demographic sketch. III. Mid-way evaluation. p. 14-19 [including] A. Class records. B. Progress rate. E. Drop-out rates. D. Analysis. III. Summary. p. 20. IV. Follow-up p. 20-21. V. Visitors to the project. p. 22-23. VI. Expected income and expenditures.

"The Adult Basic Education Office is (September 1972) an independent, voluntary organization administered by a Board of Directors, which is registered as the " Adult Basic Education Society " under the societies Act No. XX, 1860. The ABEO is also registered as an independent social welfare agency with the Social Welfare Department of the Punjab" (p.1) Its address: Adult Basic Education Office, Civil Lines, Gujranwala, Pakistan.

Tehran 153

Cost benefit analysis of traditional and functional literacy program in
Pakistan [n.p. December 1970]
10 p.

Note at the end of paper says: DEA: D Wassink: zamon.
~~Bibliographic footnotes~~

1. CONVENTIONAL INSTRUCTION. 2. COST EFFECTIVENESS. 3. ELEMENTARY EDUCATION.
4. FUNCTIONAL LITERACY PROGRAMMES. 5. PAKISTAN.

Contents.

Traditional education. p. 1-7. Functional literacy program. p. 7-10.

Tehran 154

Workshop and Consultation on Literacy and Adult Education, Lahore, 2-9 February 1971; report of the Workshop, sponsored by Church Agencies of Pakistan Lahore, the WPCC Consultation Programme and Planning Committee, March 1971.
41 p. illus.

1. PAKISTAN. 2. ADULT BASIC EDUCATION OFFICE, GUJRANWALA, PAKISTAN. 3. ADULT EDUCATION. 4. FULL GOSPEL ASSEMBLY ADULT EDUCATION CENTER, LAHORE. 5. LEADERSHIP TRAINING. 6. LITERACY CENTER, GUJRANWALA, PAKISTAN. 7. PROGRAMME CONTENT. p. 17-18. 8. SOUTHERN REGIONAL CONFERENCE ADULT LITERACY BOARD, KARACHI. 9. TEXTBOOK PREPARATION. 10. TEXTBOOK SELECTION. 11. VILLAGE EDUCATION DEVELOPMENT OFFICE, STUNTZABAD, PAKISTAN. 12. WORKSHOPS. I. Church Agencies of Pakistan.

Contents.

I. Introduction. p. 1-8 including Purpose and programme. p. 1-3. Schedule. p. 4-5. Participants. p. 6-8. II. Reports of local adult literacy work. p. 9-14 including Literacy Centre, WPCC, Gujranwala. p. 9. Southern REgional Conference Adult Literacy Board, Karachi. p. 10. Salvation Army adult literacy work. p. 10.

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Adult Basic Education Office, Gujranwala. p. 10-11. Full Gospel Assembly Adult Education Centre, Lahore. p. 11-12. Village Education Development Office, Stuntzabad. p. 12-13. Catholic Literacy and Adult Education Work, Karachi. p. 13-14. Sialkot Diocese Adult Literacy Work, Sialkot. p. 14. III. Group reports. p. 15-28 including A. Adult education (Report of Group 1) p. 16-19. B. Primer construction and course books (Report of Group 2) p. 19-24. Leadership training (Report of Group III) p. 24-28. IV. Post-consultation activities and cooperation. p. 29-32. V. Conclusion. p. 33-34. VI. Appendices. p. 34-40.

Tehran 155

National Committee for World Literacy Programme, Iran, 1965- .
The literacy programme in Iran [Teheran, Research and Statistics Center?] 1970.
24 p. photos., graphs.

1. IRAN. 2. EDUCATIONAL OBJECTIVES. 3. INSTRUCTIONAL MATERIALS. 4. LITERACY PROGRAMMES. 5. LITERACY TEACHERS. 6. NATIONAL PROGRAMMES. 7. READING MATERIALS. I. Title.

Contents.

The first stage. p. 3. The programme develops, 1967. p. 4. Organization of literacy committees. p. 4-6. Pattern of operation. p. 6-14 including: literacy teachers. p. 6-8. Literacy advisors. p. 8. Encouraging participation in literacy classes p. 8-9. Enlarging the objectives of the literacy programme. p. 9-10. Inspection and supervision. p. 10-11. Evaluation, research and preparation of teaching materials. p. 11-14. Supplementary reading materials. p. 15. Actions of National Committee for World Literacy Programme from Shahrivar 1347 (Sept. 1968) to Shahrivar 1348 (Sept. 1969). p. 16-21. Actions of National Committee for the World Literacy Programme from September 1969 to September 1970. p. 21-24

Tehran 161

Work-Oriented Adult Literacy Pilot Project, Tanzania, 1968- .

Some observations on the Work-Oriented Adult Literacy Pilot Project in Tanzania [by Kristina Bjurstrom. Mwanza, 1969].

4 p. (TAN/0493).

Typscript distributed by Documentation et Publication EDA. Paris, Unesco. Unpublished.

1. TANZANIA. 2. ADULT DROPOUTS. 3. FUNCTIONAL LITERACY PROGRAMMES. 4. WOMEN'S EDUCATION. I. Title. II. Bjurstrom, Kristina.

Kristina Bjurstrom is (1969) a Campaign Correspondent for the Work-Oriented Adult Literacy Pilot Project, Tanzania.

Tehran 175
Book

Regional workshop on functional literacy and family life planning, Lucknow, February 26 - March 9, 1972 [General information papers and papers for Workshop sponsored by the Population Council of India, Literacy House, and World Education, Inc. Lucknow, Literacy House, 1972]
1 v. (various pagings) map.

Papers bound together by the Library with Tehran 176.

Theme: To identify the concepts in order to develop integrated teaching materials for functional literacy and family life planning for out-of-school youth and adults in rural agricultural areas and to prepare an operational plan.

1. INDIA. 2. AUDIOVISUAL AIDS. 3. CONFERENCE PAPERS. 4. FAMILY LIFE EDUCATION. 5. FAMILY PLANNING. 6. FUNCTIONAL LITERACY. 7. INSTRUCTIONAL MATERIALS. 8. RECORDKEEPING. 9. WORKSHOPS.

Contents. (Paper numbers given by the Library).

General information papers. 1. Daily programme. 8p. 2. Distribution

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group-wise of participants. 2p. 3. Field visit programme. Place: Khasarwara. 2p. 4. Map. Literacy House campus. 1p. 5. Participants' guide sheet. 4p. 6. Pathak, G . S . Speech ... while inaugurating the Regional workshop on Functional Literacy and Family Life Planning Education at Lucknow. 7. Reaction form. 3p. 8. To whom it may concern. 1p. Papers. I. Bhadoria, S . S . Farmers training and education. 2p. II. Malaviya, K . D . Health and nutrition. 2p. The following mimeos appended: Our food. 2p. Antenatal and postnatal care. 2p. Feed for the infant. 3p. Some useful hints to field workers who go to work among villagers ... 2p. Vaccination - why and when. 2p. The growth of our population. 4p. Home cleanliness and our health. 1p. Fresh water. 1p. III. Kercood, V . Family life planning. 8p. IV. Mehrotra, S . N . What is functional literacy?" 15p. V. Nadler, Leonard. Concepts of target groups. 5p. VI. Narayan, Shankar. Visual aids in functional literacy and family life planning. 3p. VII. Roy, Prodipto. Agricultural occupations. 3p. VIII. Roy, Prodipto. Design of pilot experimental project of functional literacy and family life planning. 12p. IX. Roy, Prodipto. Record keeping, evaluation, and research. 6p. X. Sondhi, Krishan. Satellite communication and family planning. 10p. XI. Tripathi, Virendra. Material preparation. 5p. XII. Tripathi, Virendra. Puppets that educate and entertain. 6p. XIII. Trivedi, Smt. Sheela. Family life planning education. 3p.

Tehran 176
Book

Regional workshop on functional literacy and family life planning, Hydrabad, February 1-12, 1972 [Papers for Workshop sponsored by the Population Council of India, Literacy House, and World Education, Inc. Lucknow, Literacy House, 1972]
1 v. (various pagings)

Papers bound together by the Library with Tehran 175.

Theme: To identify the concepts in order to develop integrated teaching materials for functional literacy and family life planning for out-of-school youth and adults in rural agricultural areas and to prepare an operational plan.

1. INDIA. 2. ADULT EDUCATION. 3. CONFERENCE PAPERS. 4. FAMILY LIFE EDUCATION. 5. FAMILY PLANNING. 6. FUNCTIONAL LITERACY. 6. MASS MEDIA. 7. WORKSHOPS.

Contents. (Paper numbers given by the Library).

I. Adiseshiah, Malcolm S . Functional education - a means of

Overleaf

breaking the population-poverty syndrome. 12p. II. Gopalan, C . Nutrition and development. 11p. III. Karnad, Radha. Family life planning. IV. Mathur, J . C . Adult education and adult literacy and mass media; review on what has been attempted in the country. 23p. V. Mehta, Mohan Sinha. Literacy for functional education. 6p. VI. Naidu, M. Yeshoda Devi. Concept of target groups - women's groups.

Tehran 177

Santiago, Antonio, P .

Project report on literacy and population/family planning education [Sponsored by Philippine Rural Reconstruction Movement (PRRM) and World Education, Inc., N.Y. Distributed by Literacy House, Lucknow, 1972]

11 p. mimeo.

1. PHILIPPINES. 2. FAMILY LIFE EDUCATION. 3. FAMILY PLANNING. 4. FUNCTIONAL LITERACY. 5. INSTRUCTIONAL MATERIALS. 6. PHILIPPINE RURAL RECONSTRUCTION MOVEMENT. 7. PILOT PROJECTS. 8. PROJECT REPORT. 9. TEACHER EDUCATION. 10. TEACHER SELECTION. I. Title.

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Background. p. 1-2. Project planning. p. 2-6. Includes: 1. Selection of pilot demonstration barrios. p. 2-3. 2. Mobilization, organization and training. p. 3-6. 3. Training of the Population Education Board. p. 6. Instructional materials. p. 6-8. Development of an approach. p. 8-9. Teacher's training. p. 9-11. Includes: 1. Selection of population/literacy educators (POLE). p. 9-10. 2. Teacher training. p. 10-11.

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Antonio P. Santiago is (1972) the Project Director for the Philippine Rural Reconstruction Movement.

Tehran 197

— Work-Oriented Adult Literacy Pilot Project, Tanzania, 1968- . Lake Regions.

An evaluation of the 1970 cotton programme. Final report [Tanzania?] UNDP/Unesco, n.d.

38 p. tables.

1. TANZANIA. 2. FUNCTIONAL LITERACY. 3. PROGRAMME EVALUATION. 4. REPORTS. 5. STATISTICAL DATA. 6. UNESCO PUBLICATION. 7. WORK-ORIENTED ADULT LITERACY PILOT PROJECT, TANZANIA, 1968- I. Title.

Contents.

I. Nature of this report. p. 1-2. II. A note on the sample. p. 2-3. III. Limits of the present evaluation. p. 4-6. IV. The 1970 cotton programme (final measurements) compared to the 1971 cotton programme (initial measurements) p. 7-22. Includes: 1. Economic behavior. p. 7-12. 2. Health and nutrition. p. 12-13. 3. Attitudes. p. 13-14. 4. Social behavior. p. 14. 5. Technical knowledge. p. 15-16. 6. Literacy and the use of literacy; Swahili. p. 16-22. V. Internal evidence. p. 22-26. Includes: 1. Sex-age distribution of participants. p. 22-23. 2. Sex and acquisition of knowledge.

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p. 23-24. 3. The instructors: primary school teachers vs. volunteers. p. 24-26. VI. Programme turnover: an analysis of class statistics. p. 27-33. Includes. 1. Number of classes opened during 1970. p. 27-28. 2. Registration of participants at start (first stage). p. 28. 3. Registration at start by sex and age groups. p. 29. 4. The flow of participants. p. 29-31. 5. Life of classes. p. 32. 6. Time utilization. p. 32. 7. Practical training. p. 33. 8. Participants' attendance. p. 33. VII. Summary. p. 34. Appendix: the instruments of measure. p. 35-38.

Tehran 230

Saskatchewan Newstart.
Methods for human resource development. Saskatchewan, Canada, n.d.
28 p. illus.

1. CANADA. 2. ADULT BASIC EDUCATION. 3. BASIC SKILLS. 4. CAREER LADDERS.
5. FUNCTIONAL LITERACY. 6. TRAINING TECHNIQUES. I. Title.

Contents.

Saskatchewan newstart, social invention centre. p. 3-4. Basic literacy for adult development (BLADE). p., 5-6. Fluency first. p. 7. LINC mathematics and communications. p. 8-9. Life skills course. p. 10-12. Uses of the LINCE program. Uses of the Life Skills course. p. 13. Human resource development materials from Saskatchewan Newstart. p. 14-15. Development of new training methods. p. 16. Small business management course. p. 17-20. New careers ladder. p. 21. New careers ladder: Socanics. p. 22-25. New careers ladder: Coaches. p. 26-27. Resources and facilities. p. 28.

Tehran 241

International Consultative Liaison Committee for Literacy, Third Session, Paris, 27-30 March 1972. Final report./ Comite Consultatif International de Liaison pour l'Alphabétisation, Troisième session, Paris, 27-30 mars 1972. Rapport Final. Paris, Unesco June 1972.
1 v. (various pagings.) (ED/MD/24)

Published in both English and French.

1. COMMITTEES. 2. EXPERIMENTAL WORLD LITERACY PROGRAMME, 1966- . 3. INTERNATIONAL CONSULTATIVE LIAISON COMMITTEE FOR LITERACY. 4. LITERACY. 5. REPORTS. 6. SPEECHES. 7. UNESCO PUBLICATION. I. French title. II. Series.

Contents.

Introduction. p. 1. Consideration of the agenda. p. 1-5. Includes: Item 4: Progress in the struggle to eliminate illiteracy, implementation of the World Experimental Literacy Programme, and follow-up action. p. 1-2. Item 5: Needs and prospects for literacy in the Second Development Decade. p. 2-3. Item 6: Financing of literacy work and, Unesco's action in this field. p. 3-4. Interventions by the representatives of the World Bank,

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the United Nations Development Programme and the Organization of American States. p. 4-5. Item 7: Activities of the International Consultative Liaison Committee for Literacy. p. 5. Recommendations. p. 5-6. Annex 1. List of participants. 4p. Includes: A. Members of the Committee. p. 1-2. B. Representatives of the specialized agencies of the United Nations. p. 2. C. Representatives of the intergovernmental organizations. p. 2. D. Observers from non-governmental organizations. p. 3-4. Annex II. Agenda. 1p. Annex III. Opening address by the Director-General of Unesco. 4p.

Tehran 242

Panel for Evaluation of Experimental Literacy Projects, 3rd. meeting, Tehran/
Esfahan, 8-17 September 1970.
Final report. Paris, Unesco, 1970.
various pagings (ED/CONF. 28/8).
8 appendices.

At head of title: United Nations Educational, Scientific and Cultural Organization.

1. EXPERIMENTAL WORLD LITERACY PROGRAMME, 1966- . 2. FUNCTIONAL LITERACY. 3. INFORMATION DISSEMINATION. 4. PROGRAMME EVALUATION. 5. REPORTS. I. Title. II. Series.

Contents.

Field visits in the Iran Project. p. 3. Progress of the World Experimental literacy Programme. p. 3-4. Revision of Plans of operation. p. 4-5. The relation between the experimental projects and large scale national programmes. p. 5-8. Experimentation with diverse methods and preparation of instructional materials and audio-visual aids. p. 8-9. Exchange of information. p. 9-10.

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Training of personnel p. 11. Evaluation and research. p. 11-12. General comments and suggestions. p. 12. Annex I. Participants. p. 1-2. Annex II. Address by Malcolm S. Adiseshiah. p. 1-4. Annex III. Agenda. p. 1-2. Annex IV. Members of working groups. p. 1. Annex V. Report of working group I (experimentation). p. 1-2. Annex VI. Report of working group II (Indicators - International Comparability). p. 1-2. List of minimum and recommended indicators - basic statistical indicators. p. 3-6. Indicators pertaining to the economical growth and development. p. 7-9. Attitudes towards education. p. 9. Professional competence. p. 9-10. Relations towards means of mass communications. p. 10. Health, hygiene and safety. p. 11. Costs and cost benefit analysis. p. 11. Annex VII. Report of working group III. (Cost-benefit analysis) p. 1-4. Annex VIII. Field visit in Iran Project. p. 1.

Tehran 256

ASFEC.

Illiteracy as an impediment to production; an empirical investigation, by Ishaq Y. Qutub, R. Fam Mansour and M. Roushdi Khater. Sirs-El-Layyan, Menoufia, Egypt, 1972.

41 p. tables.

(Abstracted in Literacy documentation, v. II, no. 2)

1. ARAB STATES. 2. AGRICULTURE. 3. INDUSTRY. 4. LITERACY. 5. LITERACY PROGRAMMES. 6. SOCIOECONOMIC INFLUENCES. I. Title. II. Qutub, Ishaq Y. III. Mansour, R. Fam. IV. Khater, M. Roushdi.

Contents.

I. The study. p. 1-5. II. Methodology. p. 6-11. III. Results of the study. p. 12-39. Includes: A. Socio-economic impact of illiteracy. p. 12-15. B. Socio-economic impact of literacy. p. 15-17. C. Comparing socio-economic impact of illiteracy with that of literacy. p. 17-23. D. Comparative social behavior of literates and illiterates. p. 24-25. E. Evaluation of current literacy programmes. p. 25-31. F. Development of traditional literacy programmes. p. 31-39. IV. Conclusion. p. 40-41.

Overleaf

Ishaq Y. Qutub is (1972) head, Social Science Division, ASFEC.

R. Fam Mansour is (1972) research expert, Social Science Division, ASFEC.

M. Roushdi Khater is (1972) head, Educational Methods Division, ASFEC.

Tehran 257
Book

Smith, Edwin H

Literacy education for adolescents and adults; a teacher's resource book. San Francisco, Boyd and Fraser [c1970]

vii, 161 p.

(Abstracted in Literacy Documentation, v. II, no. 2)

1. UNITED STATES. 2. ADULT STUDENTS. 3. ENGLISH (SECOND LANGUAGE). 4. LITERACY EDUCATION. 5. READING INSTRUCTION. 6. TEACHER EDUCATION. 7. TEACHING TECHNIQUES. 8. WRITING SKILLS. I. Title.

Contents.

1. Historical perspective. p. 1-8. 2. Some programs involving literacy education, p. 9-18. 3. Students in literacy programs. p. 19-30. 4. Diagnostic approach to teaching adults. p. 31-62. 5. Methods and materials for teaching reading. p. 63-78. 6. Specific techniques for teaching reading. p. 79-92. 7. Specific techniques for teaching arithmetic. p. 93-104. 8. Specific techniques for teaching writing and spelling. p. 105-116. 9. Preparation of literacy materials. p. 117-128. 10. Teaching English as

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a second language. p. 129-138. 11. Organization and administrivia. p. 139-150. 12. Training needs of the literacy educator. p. 151-160.

Edwin H. Smith is (1970) at Florida State University.

Teh. 258

International Institute of Rural Reconstruction, Philippines.
An integrated approach to literacy education. Silang, Cavite, Philippines, 1971.
28 p.

Subject matter in Filipino language.
(Abstracted in Literacy documentation, v. II, no. 2)

1. PHILIPPINES. 2. INTEGRATED ACTIVITIES. 3. LITERACY EDUCATION. 4. PHILIPPINE RURAL RECONSTRUCTION MOVEMENT (PRRM). I. Title.

Contents.

1. The integrated approach to literacy education. p. 1-4. II. Steps of teaching in the integrated approach to literacy education. p. 5-10. III. Mga layunin at paksa sa pag-aaral ng pagbasa at pagsulat. p. 11-28.

Tehran 260

Brooks, K G .

Swaziland: the national literacy programme, September 1971-July 1972. Paris, Unesco, 1972.

40 p. tables. (FR/TA/AWAZED 3)

(Abstracted in Literacy documentation, v. II, no. 2)

1. SWAZILAND. 2. FINANCIAL SUPPORT. 3. LITERACY EDUCATION. 4. NATIONAL LITERACY PROGRAMME, SWAZILAND. 5. NATIONAL PROGRAMMES. 6. PROGRAMME ADMINISTRATION. 7. TEACHER EDUCATION. I. Title. II. Series.

Contents.

Illiteracy in Swaziland. p. 1-7. The early efforts to combat illiteracy. p. 8-10. Objectives and methodology. p. 11-17. Training the instructors. p. 18-20. Financing the programme. p. 21-22. Administration. p. 23-25. Organization. p. 26-27. Relations with Ministries and other bodies. p. 28-30. Publicity. p. 31-32. Staff. p. 33-34. Evaluation. p. 35. Conclusion. p. 36. Recommendations. p. 37-40.

Overleaf

K.G. Brooks is (1972) Unesco advisor to the Swaziland government on literacy and adult education.

Tehran 262

Functional Literacy Pilot Project.
What is an operational seminar? Case study: an operational seminar in Tillabéri, Niger [Paris, Unesco, 1972]
Unpaged, illus., charts. (Functional literacy pilot project, 8A 8B)

(Technical sheet. Literacy: a newsletter, nos. 2 and 3, 1972)

1. NIGER. 2. CURRICULUM PLANNING. 3. EVALUATION. 4. FIELD EXPERIENCE PROGRAMMES. 5. FUNCTIONAL LITERACY PROGRAMMES. 6. GROUPS. 7. INSTRUCTIONAL MATERIALS. 8. METHODOLOGY. 9. PARTICIPANT CHARACTERISTICS. 10. SEMINARS. 11. Tillabéri, Niger. I. Title. II. Series.

Contents. (Section numbers assigned by the Library)

Part 1. Location and purpose. II. The participants. III. Introduction to the methods employed at the seminar. IV. Description of the activities of the groups. Part 2. I. Group II. 1. Background study. 2. Preparation of curricula and content. 3. How the programme was set out. II. Group III. 1. Conclusion. 2. Preparation of the teaching material. 3. Training of instructors and functional literacy in action. 4. Evaluation of the seminar.

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5. Evaluation of the seminar by the groups. 6. The follow-on to the Tillabéri Seminar. 7. General conclusion.

Tehran 263

Projet Pilote d'Alphabétisation Fonctionnelle, Madagascar, 1969- .
Motivations des paysans en faveur ou à l'encontre du developpement et de l'alphabétisation (Sous-projet de Befandriana-Nord), par Roger Couvert. n.p. 1971.
25 p.

1. MADAGASCAR. 2. FUNCTIONAL LITERACY PILOT PROJECT, MADAGASCAR, 1969- . 3. COURSE EVALUATION. 4. EDUCATIONAL PROBLEMS. 5. FUNCTIONAL LITERACY. 6. RELEVANCE (EDUCATION. 7. STUDENT ATTITUDES. 8. STUDENT MOTIVATION. I. Title. II. Functional literacy pilot project, Madagascar, 1969- . III. Couvert, Roger.

Contents.

Présentation de l'étude. p. 1-3. Intérêts des paysans dans la lecture, l'écriture, le calcul. p. 4-9. Attentes à l'égard de l'alphabétisation. p. 10-20. Situations dans lesquelles l'ignorance est vécue comme diminuation de la personnalité. p. 21-23. Les obstacles à l'alphabétisation. p. 24-25.

Tehran 264
Book
Ref.

Literacy International Committee.
World directory of literacy organizations. New Delhi, n.d.
viii, 332 p.

1. DIRECTORIES. 2. LITERACY ORGANIZATIONS. I. Title.

Contents.

Countries. p. 1-314. Appendix: literacy organizations and institutions. p. 315-332.

Tehran 271
Office

Literacy International Committee.
Literacy Information Centre catalogue. New Delhi, 1973.
150 p.

1. ADULT LITERACY. 2. BOOK CATALOGUES. 3. LITERACY BIBLIOGRAPHIES.
4. LITERACY INFORMATION CENTRE. I. Title.

Contents.

Preface. p. 1-4. I. Background and overview. p. 5-25. Includes: A. General. p. 5-14. B. Development and social change. p. 15-18. C. Bibliographies. p. 19-22. D. Directories. p. 23-25. II. Geographic areas. p. 26-66. Includes: A. Americas. p. 26-33. B. Europe and U.S.S.R. p. 34-35. C. Africa. p. 36-42. D. Asia. p. 43-66. III. Selected aspects and topics. p. 67-121. Includes: A. Planning and organization. p. 67-72. B. Research and evaluation. p. 73-74. C. Approaches. p. 75-80. D. Participants. p. 81-83. E. Personnel. p. 84-86. F. Manuals for teachers and organizers. p. 87-88. G. Teaching methods. p. 89-92. H. Reading and follow-up. p. 93-103. I. Language and vocabulary. p. 104-105. J. Mass media, audio visual aids, and instructional technology. p. 106-110.

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K. Women. p. 111-112. L. Family life education. p. 113-116. M. International and voluntary agencies/organizations. p. 117-118. N. Role of educational institutions, educational profession and youth. p. 119. O. Miscellaneous. p. 120-121. Periodicals. p. 122-132. Geographic index. p. 133-140. Addresses. p. 141-150. Abbreviations. p. 151.

Tehran 275

Hall, Budd L.

Wakati wa furaha; an evaluation of a radio study group campaign. Dar-es-Salaam, Institute of Adult Education, University of Dar-es-Salaam, 1972.

54 p.

1. TANZANIA. 2. ADULT EDUCATION. 3. COOPERATIVE EDUCATION CENTRE, MOSHI, TANZANIA. 4. EDUCATIONAL RADIO. 5. EDUCATIONAL TESTING. 6. GROUP GUIDANCE. 7. INSTITUTES (TRAINING PROGRAMMES). 8. LISTENING GROUPS. I. Title.

Contents.

Introduction. p. 5. The concept of a radio study group campaign. p. 6. Organized listening groups. p. 6-7. Study groups. p. 8. Wakati wa furaha. p. 8. Aims of wakati wa furaha. p. 9-10. Time and work schedule. p. 11. The study materials p. 12-20. Publicity. p. 21-23. Evaluation. p. 24-26. Training. p. 26-35. The groups. p. 36-43. The group leaders. p. 44-45. Knowledge gain test results. p. 46-47. Campaign costs. p. 48-50. Conclusion. p. 51-54.

Budd L. Hall is (1972) in the research department, Institute of Adult Education, University of Dar es Salaam, Tanzania.

Tehran 278

Functional Literacy Experimental Pilot Project, Zambia, 1970-   .
The functional literacy pilot project in Zambia. n.p., n.d.
7,4 p. (EDA/2020/140571)

1. ZAMBIA. 2. BUDGETS. 3. FUNCTIONAL LITERACY EXPERIMENTAL PILOT PROJECT, ZAMBIA, 1970-   . 4. LITERACY PROGRAMMES. 5. NEW LITERATES. 6. OBJECTIVES. 7. PROGRAMME PROPOSALS. I. Title. II. Series.

Contents.

I. First phase of the literacy pilot project (July 1970 - December 1972). p. 1-3. II. Second phase of the literacy pilot project (October 1971-December 1974). p. 3-6. Schedule of operations. p. 7. Annex. Second phase, budget. 4p.

Tehran 279

Nastution, Amir H .

Development of literacy education in Nigeria, 1972. Ibadan, Nigeria, Institute of African Adult Education, University of Ibadan, 1972.

13,26 p. tables.

1. NIGERIA. 2. ADULT READING PROGRAMMES. 3. FUNCTIONAL LITERACY. 4. INSTITUTE OF AFRICAN ADULT EDUCATION, UNIVERSITY OF IBADAN. 5. LITERACY EDUCATION. 6. LITERACY PROGRAMMES, 7. PROGRAMME DEVELOPMENT. 8. PUBLICATIONS. 9. READING MATERIALS. 10. STATISTICAL DATA. I. Title.

Contents.

I. Introduction. p. 1-3. II. Mass literacy campaigns. p. 3-6. III. Functional literacy. p. 6-8. IV. Work-oriented literacy. p. 8-11. V. New prospects in literacy education. Appendices, Development in concept and materials. p. 1-26. Includes: 1. Content of a traditional primer. p. 1-2. 2. Content of a socio-culturally oriented primer. p. 3-4. 3. Work-oriented literacy. p. 5-8. 4. Work-oriented literacy: North-Eastern State. p. 9-12. 5. Work-oriented literacy: Kano State. p. 13-17. 6. Work-oriented literacy: North-Western State. p. 18-24. 7. IAAE publications/papers on literacy. p. 25-26.

Overleaf

Amir H. Nastution is (1972) Unesco adult literacy expert, Institute of African Adult Education, University of Ibadan, Nigeria.

Tehran 280

Unesco.

Liste des instruments de mesure utilisés par les projets d'alphabétisation fonctionnelle/List of measurement tools used by the functional literacy projects. Paris, October, 1971.

1 v. (various pagings)

In French and English.

Lists from projects in Algeria, Ethopia, Equador, Guinea, India, Iran, Madagascar, Mali, Sudan, Syria, Tanzania, and Venezuela bound together.

Studies which have been written based on the results of the instruments are indicated.

1. INDIVIDUAL COUNTRIES. 2. FUNCTIONAL LITERACY PROJECTS. 3. PUBLICATIONS. 4. QUESTIONNAIRES. 5. RESEARCH TOOLS. 6. UNESCO PUBLICATION. I. Title. II. English title.

Contents.

I. List of measurement tools. II. Address of project.

Tehran 283

Simmons, John

A dimension of the technology of education: retention of cognitive skills. Cambridge, Mass., Development Research Group, Center for International Affairs, Harvard University, 1972.

35 p. tables. (Economic development report no. 215)

1. TUNISIA. 2. COGNITIVE ABILITY. 3. FAMILY CHARACTERISTICS. 4. LITERACY RETENTION. 5. PERSONALITY. I. Title. II. Series.

Contents.

I. A view of the literature. p. 2-16. II. The approach. p. 16-22. III. Factors in retention. p. 23-28. IV. Summary and implications. p. 28-34. Bibliography. p. 35.

Tehran 285

National Committee for World Literacy Programme, Iran, 1964- .
The continuous efforts of Iran in the international literacy campaign [Tehran, 1972]
1 v. (various pagings)

At head of title: International Literacy Day, 8 September 1972.
Published in English, French, Persian and Russian.

1. IRAN. 2. INTERNATIONAL LITERACY DAY. 3. LITERACY PROGRAMMES.
4. NATIONAL COMMITTEE FOR WORLD LITERACY PROGRAMME, IRAN, 1964- .
I. Title.

Contents.

Foreword. p. 1-2. Commemoration of World Congress, September 8, 1965. p. 3. The genesis. p. 3-4. The response. p. 4-10. Ten years of campaign. p. 11-15. "Ruze Nowe" a weekly paper. p. 16. Agencies operating literacy classes. p. 17-21. Includes: Ministry of Education. p. 17. Ministry of Labor and Social Affairs. p. 17-19. I. Teachers training. II. Educational missions. III. Preparation of educational regulations. IV. Functional

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textbooks. V. Seminars. VI. Exchange of information. VII. Encouragement of participation. Ministry of Cooperatives and Rural Affairs. p. 19-20. The Imperial Army. p. 20-21. A bright horizon.p. 22-26.

Tehran 290

Sticht, Thomas G , and others.

Project REALISTIC: determination of adult functional literacy skill levels. n.p., Human Resources Research Organization [c1972]

104 p. figs.

Mimeo.

Bibliography: pp. 76-78.

1. UNITED STATES. 2. ADULT LITERACY. 3. EVALUATION TECHNIQUES. 4. FUNCTIONAL LITERACY PROGRAMMES. 5. MANPOWER UTILIZATION. 6. PROJECT REALISTIC. 7. READABILITY. 8. READING ABILITY. 9. READING MATERIALS. I. Title.

Contents.

Introduction. p. 4-10. Illiteracy and manpower considerations. p. 10-13. Project REALISTIC. p. 13-15. Defining literacy. p. 15-16. Rationale for the REALISTIC research. p. 16-18 Overview of project REALISTIC. p. 18-20. Literacy and on-the-job reading behavior. p. 20-21. The structured interview p. 21-22. Subjects. p. 22-25. Difficulty of job-related printed materials in relation to reading ability. p. 25-28. Readability, reading ability and

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readership. p. 28-31. Discussion of the data on reading ability, readability and readership. p. 31-34. reading skills related to proficiency on job reading task tests. p. 34-39. Reading ability related to reading task performance. p. 42-43. Literacy in relation to job knowledge, job performance, and supervisor ratings. p. 43-44. Research subjects. p. 44-46. Literacy and AFQT measures. p. 46-48. Job proficiency measures. p. 48-50. Research findings. p. 50-54. Interrelationships among literacy measures. p. 54-55. Interrelationships among job proficiency measures. p. 55-57. Interrelationships among predictor and criterion variables. p. 57-61. Reading requirements for four jobs. p. 61-65. Summary and discussion. p. 66-72. Some comments on comments not made. p. 72-75. References. p. 76-78.

Tehran 295
Book

Couvert, Roger and Gutelman, M
Alphabétisation fonctionnelle: Haiti; janvier 1972. Paris, Unesco, 1972.
85 p. maps. (2722/RMO.RD/EDA)

1. HAITI. 2. DEVELOPMENTAL PROGRAMS. 3. FINANCIAL SUPPORT. 4. FUNCTIONAL LITERACY PROGRAMS. 5. LITERACY EXPERTS. 6. L'OFFICE NATIONAL D'ALPHABETISATION D'ACTION COMMUNAUTAIRE (ONAAC) HAITI. 7. NATIONAL PROGRAMS. 8. SOCIO-ECONOMIC BACKGROUND. 9. UNESCO PUBLICATION. I. Title. II. Gutelman, M. joint author. III. Series.

Contents.

Mission d'alphabétisation en Haiti - janvier 1972. p. 1. 1. Arriere-plan du projet d'alphabétisation fonctionnelle. p. 2-8. 2. L'ONAAC. p. 9-46. 3. Identification des projets de développement. p. 47-62. 4. Projets de développement fonctionnelle. p. 63-85.

Tehran 296
Book

Harman, David
Functional education for family life planning, 11; program design.
New York, World Education [1973]
119 p. (Functional education for family life planning)

Bibliography: pp. 113-119.

1. CURRICULUM DESIGN. 2. CURRICULUM GUIDES. 3. FAMILY LIFE EDUCATION. 4. INSTRUCTIONAL MATERIALS. 5. LITERACY EDUCATION. 6. POPULATION GROWTH. 7. PROGRAMME ADMINISTRATION. 8. PROGRAMME DESIGN. 9. PROGRAMME EVALUATION. 10. PROGRAMME PLANNING. 11. SURVEYS. 12. TEACHER EDUCATION. 13. TEACHER RECRUITMENT. 14. TEACHING METHODS. I. Title. II. Title: Program Design. III. Series.

Contents.

1. Stages in planning. p. 1-22. 2. A pattern for planning. p. 23-30. 3. Target population and preprogram surveys. p. 31-42. 4. Syllabus and curriculum design. p. 43-54. 5. Teaching methods. p. 55-72. 6. Curriculum development and the preparation of materials. p. 73-84. 7. Recruitment and

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training of teachers. p. 85-94. 8. Program administration. p. 95-100. 9. Evaluation for family life planning education projects. p. 101-112. Bibliography. p. 113-119.

Tehran 297

National Clearing House of Social Education.

The national literacy campaign in the Khmer Republic (Cambodia). Abstract no. 1. New Delhi, Indian Adult Education Association, April-May, 1971.

3 p.

1. CAMBODIA. 2. ADMINISTRATIVE ORGANISATION. 3. FINANCIAL SUPPORT. 4. FUNCTIONAL LITERACY PROGRAMMES. 5. LITERACY EDUCATION. 6. NATIONAL PROGRAMMES. 7. NATIONAL TECHNICAL COMMITTEE, CAMBODIA. I. Title.

Contents.

1. Background. 2. Organisation. 3. Operation of the courses. 4. Financing the campaign. 5. Contribution toward understanding and intercommunication. 6. Toward functional literacy. 7. Future projects.

Tehran 299

Work-Oriented Adult Literacy Pilot Project, Iran, 1967- .
Population, family size and contraceptive education. Esfahan. Esfahan, WOALP, April 1971.
76 p. illus., tables. (Teaching materials, no. 5)

1. IRAN. 2. CURRICULUM PLANNING. 3. FAMILY LIFE EDUCATION. 4. LITERACY CLASSES. 5. POPULATION GROWTH. 6. TEACHER ATTITUDES. 7. TEACHER CHARACTERISTICS. 8. TEACHER PARTICIPATION. 9. WORK-ORIENTED ADULT LITERACY PILOT PROJECT, IRAN, 1967- . I. Title. II. Series.

Contents.

1. Introduction. p. 1-4. 2. Family planning curriculum outline women. p. 5. 3. Family planning programme instructions. p. 6-8. 4. The population problem for women. p. 7-21. 5. Family planning for women. p. 22-31. 6. The 2 or 3 child family. p. 32-37. 7. Contraception for women. p. 39-45. 8. The population problem for men p. 46-52. The small size family and contraception for men. p. 53-59. Appendices: 1. The social, economic and health reasons for controlling population growth and family size. 2. The school teachers in Esfahan province, their knowledge and attitudes toward family

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planning and potential contribution to the program. 3. Sample directive. 4. School teachers and family planning instructions. 5. Radio talk for literacy corps. 6. The evaluation of population and family planning sequences for literacy classes.

Tehran 353

Curle, Adam

World campaign for universal literacy: comment and proposal [Cambridge, Mass.] Center for Studies in Education and Development, Harvard University, 1964.

40 p. tables. (Occasional papers in education and development, no. 1)

1. ADULT LITERACY. 2. ECONOMIC DEVELOPMENT. 3. FUNCTIONAL LITERACY. 4. LITERACY PROGRAMMES. 5. LITERACY TEACHERS. 6. NATIONAL PROGRAMMES. 7. PROGRAMME COSTS. 8. PROGRAMME PROPOSALS. 9. UNESCO. I. Title. II. Series.

Contents.

Introduction. p. 7-10. Summary of Unesco proposals. p. 11-18. Comments on Unesco proposals. p. 19-28. A proposal. p. 29-37. Summary and conclusions. p. 38-40.

Tehran 356

Farmers' Training and Functional Literacy Project, India, 1967- .

A pilot evaluation study of functional literacy project in Lucknow district; technical report. Ministry of Education and Social Welfare, Directorate of Adult Education, 1973.

70 p. tables.

At head of title: Farmers' training and functional literacy.

Abstracted for Literacy Documentation.

1. INDIA. 2. FARMERS' TRAINING AND FUNCTIONAL LITERACY PROJECT, INDIA, 1967- 3. ADULT FARMER EDUCATION. 4. ARITHMETIC. 5. FUNCTIONAL LITERACY PROGRAMMES. 6. LITERACY ACHIEVEMENT. 7. PROGRAMME EVALUATION. 8. SOCIO ECONOMIC BACKGROUND. 9. STATISTICAL DATA. 10. STUDENT ATTITUDES. 11. TEACHER CHARACTERISTICS. I. Title.

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Introduction. p. 1. Purposes of the study. p. 2-3. Design of the study. p. 4-12. Findings of the study. p. 13-52. Conclusions. p. 53-61. Appendix - personal interview schedule. p. 62-70.

Tehran 360

Natesh, A . M .

Organization of literacy broadcasting in Zambia; a manual. n.p., Republic of Zambia, assisted by Unesco, 1972.

203 p. illus.

Abstracted for Literacy Documentation.

1. ZAMBIA. 2. ADULT LITERACY PROGRAMME, ZAMBIA. 3. ADULT LITERACY. 4. AUDIO-VISUAL AIDS. 5. EDUCATIONAL OBJECTIVES. 6. EDUCATIONAL RADIO. 7. PROGRAMME ORGANIZATION. 8. PROGRAMMING (BROADCAST). 9. TEACHING METHODS. I. Title.

Contents.

Part I. Project on literacy broadcasting in Zambia. p. 1-6. Includes: The background. p. 2-4. Project on literacy broadcasting. p. 4-6. Part II. Literacy. p. 7-47. Includes: Adult literacy (introduction). p. 8-20. Organisation of literacy programs. p. 21-28. Principles and methods of teaching literacy. p. 29-37. Audio-visual media and literacy. p. 38-43. International assistance and literacy. p. 44-47. Part III. Broadcasting.

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p. 48-73. Includes: Introduction. p. 48-50. Basic engineering aspects of broadcasting. p. 51-54. Programming. p. 55-65. Production. p. 66-70. The forum technique. p. 71-73. Part IV. Literacy broadcasting. p. 74-116. Includes: Introduction of the project - survey. p. 74-75. Objectives, audience and scope. p. 76-84. Planning, production and presentation of programs. p. 85-102. Listening clubs and feedback. p. 103-104. Selection, purchase, licence, and maintenance of radio sets. p. 104-105. Supervision. p. 106. Evaluation. p. 107-109. Factors influencing the effectiveness of programs. p. 110-111. The role of literacy officers and instructors in literacy broadcasting. p. 112-115. Conclusion. p. 116-117. Bibliography. p. 118-119. Appendices. p. 120-203.

Tehran 361

Shankar, R .

An experiment in functional literacy teaching through Naya Savera Method. Lucknow, Literacy House, 1972.

32 p. tables.

Abstracted for Literacy Documentation.

1. INDIA. 2. EXPERIMENTAL PROGRAMMES. 3. FUNCTIONAL LITERACY. 4. LITERACY ACHIEVEMENT. 5. LITERACY HOUSE, LUCKNOW. 6. NAYA SAVERA METHOD. 7. STATISTICAL DATA. 8. STUDENT ABILITY. 9. STUDENT CHARACTERISTICS. 10. TEACHING METHODS. I. Title.

Contents.

Introduction: the development of Naya Savera Teaching Technique; testing phase; purpose of the study. p. 1-6. Method of study: Organisation of classes; selection, training and recruitment of teachers and their particulars; enrolment, pre-testing and teaching adults. p. 7-10. Findings: Background-characteristics of adults: Age, marital status, caste, and occupation; attendance; literacy test participation: A. Number of participants in the after

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primer tests. B. Number of participants in the functional literacy tests; writing speed; writing speed: Statistical comparison of group means; reading speed; reading speed: Statistical comparison of group means. p. 11-18. Discussion: Background characteristics of adults: Age. Marital status; caste and occupation; attendance: Literacy test participation; reading and writing speed; comparision of reading and writing speed. p. 19-21. Summary of the findings and conclusions. p. 22-24. Appendices. p. 25-32.

Tehran 364

Functional Literacy Experimental Pilot Project. Zambia, 1970 - 1971?
Guide book for the local literacy officers of the Functional Literacy Project in Zambia, First. Lusaka, Community Development Department, Ministry of Rural Development, 1970.
16 p.

1. ZAMBIA. 2. FUNCTIONAL LITERACY PILOT PROJECT. ZAMBIA, 1970- . 3. COURSE ORGANISATION. 4. EDUCATIONAL EQUIPMENT. 5. FUNCTIONAL LITERACY. 6. PROGRAMME GUIDES. 7. PROGRAMME OBJECTIVES. 8. TEACHING METHODS. I. Title.

Contents.

Introduction. p. 1. The objectives of the experiment. p. 2-3. The teaching method. p. 4-5. Preparatory work. p. 6-7. Enrolment. p. 8. The fee. p. 9. Base line survey. p. 10. The instructors. p. 11. Equipment. p. 12. Records. p. 13. A joint project. p. 14. The project areas. p. 15-16.

Tehran 365

Projet Pilote d'Alphabétisation Fonctionnelle, Madagascar, 1969- .
L'alphabétisation fonctionnelle au service du developpement. Parts I & II.
Madagascar, 1970.
141 p. tables.

1. MADAGASCAR. 2. FUNCTIONAL LITERACY PILOT PROJECT, MADAGASCAR, 1969- . 3. CURRICULUM DESIGN. 4. FUNCTIONAL LITERACY PROGRAMMES. 5. PROGRAMME EVALUATION. 6. PROGRAMME ORGANISATION. 7. TEACHING METHODS. I. Title. II. Functional literacy pilot project, Madagascar, 1969- .

Contents.

Part I. Introduction. p. 1-3. Compte-rendu synthetique des travaux. p. 4-16. Programme d'action. p. 17-37. Includes: Les structures opérationnelles. p. 17-23. Méthodes de travail. p. 24-28. Plan quadriennal de développement des activités d'alphabétisation fonctionnelle. p. 29-33. Planification des activités de production pédagogique. p. 34-37. Les modalités de l'action pédagogique. p. 38-86. Includes: Les instructeurs. p. 38-40. Instructions pédagogiques. p. 41-86. Evaluation du matériel pédagogique. p. 87-96. Part II. Annexes I. Analyse du terrain, détermination des objectifs - Sous-projet de Befandiana-Nord.

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p. 98-112. Annexe II. Première approche du monde paysan de la région de Befandiana-Nord. p. 113-127. Annexe III. Niveau d'alphabétisation des paysans de la Sous-Préfecture de Befandiana-Nord. p. 128-134. Annexe IV. Liste des participants au Séminaire itinérant. p. 135-137. Definition des taches des moniteurs du projet pilote d'alphabétisation fonctionnelle affectés à Befandiana-Nord - Mandritsara. p. 139-141.

Tehran 366

Perry-Widstrand, Rede
Library services - for whom?

(Reprint from Library in East Africa. Uppsala, Sweden. 1971, p. 9-19)

Abstracted for Literacy Documentation.

1. KENYA. 2. TANZANIA. 3. UGANDA. 4. LIBRARIES. 5. LITERACY EDUCATION.
6. NEW LITERATES. 7. READING MATERIALS PRODUCTION. I. Title.

Tehran 367

University of Zambia, Department of Extra-Mural Studies.
Report of a conference on the role of the university in adult education training. Zambia, 1966.
102 p.

1. ZAMBIA. 2. ADULT EDUCATION. 3. ADULT EDUCATORS. 4. CONFERENCE REPORT. 5. EDUCATIONAL SOCIOLOGY. 6. LITERACY EDUCATION. 7. SOCIAL DEVELOPMENT. 8. TEACHER EDUCATION. 9. UNIVERSITIES. I. Title. II. The role of the university in adult education training.

Contents.

Foreword. p. 9-10. Acknowledgement. p. 11-13. Section A: preliminary. p. 13-36. Includes: Opening speeches. p. 15-16. List of conference participants. p. 17-20. Information on training courses in adult education elsewhere. p. 21-36. Section B: papers read. p. 37-58. Includes: Universities and training in adult education, by E. Akande Tugbiyele. p. 39-44. Possibilities and facilities in Zambia. 1. Some proposals for adult education training at the university of Zambia, by Miss Lalage Bown. p. 45-51. 2. The

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subject matter of adult education training, by George F. Hardcastle. p. 52-56. The adult educator and society: 1. Adult education and society, by Professor Ronald Frankenberg. p. 57. 2. The sociological content of adult education training, by E. A. Tugbiyele. p. 58. Section C. Conference recommendations. p. 59-72. Appendices. I. Conference programme. p. 75-76. II. Papers about the work of their agencies contributed by conference participants. p. 77-100. III. A comment on possible lines of development for the university's extramural department, by A. L. Chitulangoma. p. 101-102.

Tehran 369

Togbi Agbognon, Zohdjagni

Guide pour une alphabétisation fonctionnelle en langue Aja. A l'usage des encadreurs et animateurs ruraux du Mono [Lomé, Togo] Université de Bénin [1973]

13 p. map, tables.

1. AFRICA. 2. TOGO. 3. DAHOMEY. 4. AJA (LANGUAGE OF INSTRUCTION). 5. GUIDES. 6. FUNCTIONAL LITERACY. 7. TRIBES. I. Title.

Contents.

Introduction. p. 1-2. Etudes et oeuvres - Adja - Tado. p. 3-6. Les caractèristiques de l'alphabet Adja. p. 7-13.

- Zohdjagni Togbi Agbognon is (1973) student of letters at the University of Bénin.

Tehran 376

Castelli Gattinara, G . C .

Niger; alphabétisation et éducation des adults; mars 1964 - decembre 1965, octobre 1966 - mai 1969. Paris, Unesco, 1969.

various pagings (1330/BMS.RD/EDA) (RM/AT/NIGED/7).

Distribution limitée.

1. NIGER. 2. ADULT LITERACY. 3. INTERAGENCY COOPERATION. 4. NOMADS. 5. PROGRAMME EVALUATION. 6. PROGRAMME PROPOSALS. 7. UNESCO PUBLICATION. I. Title. II. Series (both).

Contents.

I. Historique du projet. Includes: Evolution et bilan récapitulatif. p. 2-6. Evaluation. p. 7. Intégration du Service de l'Alphabétisation dans l'action générale de développement du pays et collaboration avec les autres services de promotion humaine. p. 8-11. II. Projet d'alphabétisation des adultes nomades. Includes: Généralités. p. 12. Premières activités. p. 12-13. Extension du programme. p. 14-15. III. Perspectives d'avenir. p. 16-19. Conclusion. p. 20. Annexes: 1. Projet d'alphabétisation fonctionnelle dans le

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cadre des coopératives. 2. Bilan de la campagne 1967-1968. 3. Fiche d'enquête. 4. Etude préliminaire en vue de l'organisation d'un programme d'alphabétisation auprès des populations nomades du Niger.

Tehran 384

International Institute for Educational Planning.
Operation groundnut in Mali; a development scheme fostering functional literacy instruction, by R. de Poncins et R. Verdier. Paris, 1971.
24 p. tables, maps. (IIEP/528/6)

At head of title: working draft.

This document has been prepared for distribution to participants in the seminar for Unesco Experts on "Planning out-of-school education for development" to be held at the IIEP from 13 to 12 December 1971.

1.MALI. 2. AGRICULTURE. 3. FUNCTIONAL LITERACY. 4. INTERNATIONAL EXPERT MEETING. 5. PROGRAMME ORGANIZATION. I. Title. II. De Poncins, R . III. Verdier R ., joint author. IV Series.

Contents.

Summary. p. 1. The background of operation groundnut. p. 1-4. The operation from 1967-1971. p. 4-19, including: Sources of financing. p. 4. Operating zones. p. 4-5. Staffing. p. 5-8. Strategy. p. 8-10. Training. p. 10-12. Functional instruction in reading and writing. p. 12-19. The

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future. p. 19-20. Appendix I. Pattern of groundnut tonnages sold, 1953-1970. p. 23. Appendix II. Map of geographical development in Mali of "operation groundnut". p. 24.

R. de Poncins and R. Verdier are (1971) with the Bureau pour le développement de la production agricole, Paris.

Tehran 390

Blaug, Mark

The role of education in enlarging the exchange economy in middle Africa: the English speaking countries. Paris, Unesco, 1967.

65 p. tables. (WS/02767.19-SHC)

Bibliography: 36p.

1. AFRICA. 2. AGRICULTURAL EDUCATION. 3. COMMUNITY DEVELOPMENT. 4. ECONOMIC DEVELOPMENT. 5. EDUCATION. 6. LITERACY CLASSES. 7. RURAL EXTENSION. 8. UNESCO PUBLICATION. I. Title. II. Series.

Contents.

Summary. p. 4-5. A. The nature and extent of the problem. p. 6-25, includes: The scope of the study. p. 6. Definition of subsistence economy. p. 7-9. Measurement of subsistence economy. p. 9-13. Regional diversities. p. 14-15. Types of transition from subsistence to exchange economy. p. 15-20. Economic man in Africa. p. 20-24. The priorities in the infrastructure. p. 24-26. Formal education and the spread of the exchange economy. p. 26-48, includes: The enrolment figures. p. 26-30. The causes of wastage. p. 31-34.

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Education and the exchange economy: empirical evidence. p. 34-41. Agricultural education. p. 41-48. C. Informal education and the spread of the exchange economy. p. 48-61, includes: Terminology and definition. p. 48-49. Literacy campaigns. p. 50-52. Agricultural extension work. p. 53-55. Community development. p. 55-61. D. Conclusions and recommendations. p. 61-65.

M. Blaug is (1967) in the Research unit in the economics of education, Institute of Education, University of London.

Tehran 391

Projet Pilote d'Alphabétisation Fonctionnelle, Madagascar, 1969- .
Formation professionnelle; 10 fiches technico - pédagogiques. Madagascar, 1970.
various pagings.

At head of title: Sous-projet de Farafangana.

1. MADAGASCAR. 2. FUNCTIONAL LITERACY PILOT PROJECT, MADAGASCAR 1969- . 3. AGRICULTURAL EDUCATION. 4. CURRICULUM DESIGN. 5. FUNCTIONAL LITERACY PROGRAMMES. I. Title. II. Functional Literacy Pilot Project, Madagascar, 1969- . III. Sous-projet de Farafangana, Madagascar.

Contents.

Le cafe. 1. Methodes mécaniques anti-érosives sur terrain en pente. 2. Apprentissage du piquetage correct. 3. Le piquetage en "triangle équilatéral". 4. Trouaison et rebouchage. 5. Entretien du caféier. Ombrage provisoire. 6. Recépage des vieux plants de café. 7. Détermination des parcelles de recépage.

Tehran 392

Projet Pilote d'Alphabétisation Fonctionnelle, Madagascar, 1969- .
Programme experimental, 1971.
30 p. tables.

At head of title: Sous-projet de Befandriana-nord.

Ce dossier comprend outre le matériel pédagogique à expérimenter au cours du cycle, le matériel nécessaire à son évaluation.

1. MADAGASCAR. 2. FUNCTIONAL LITERACY PILOT PROJECT, MADAGASCAR, 1969- . 3. CURRICULUR DESIGN. 4. FUNCTIONAL LITERACY PROGRAMMES. I. Title. II. Functional literacy pilot project, Madagascar, 1969- . III. Sous-projet de Befandriana-nord, Madagascar.

Contents.

36 fiches "technico-pédagogiques". 30 fiches "Calcul pratique agricole". 8 fiches "calcul mécanique" (exemples).

Tehran 393

National Seminar on Adult Education and Development, Lusaka, Zambia, 8-11
August 1969.
Report [edited by P. J. Daka] Lusaka, Adult Education Association of Zambia, 1969.
87 p.

Sponsored by the Adult Education Association of Zambia, with the assistance of the Department of extra-mural studies, University of Zambia.

1. ZAMBIA. 2. ADULT EDUCATION. 3. ECONOMIC DEVELOPMENT. 4. INDUSTRIALIZATION. 5. LITERACY PROGRAMMES. 6. NDOLA ADULT EDUCATION CENTRE, ZAMBIA. 7. NDOLA CITY COUNCIL, ZAMBIA. ADULT LITERACY PROGRAMME. 8. NUTRITION INSTRUCTION. 9. RURAL DEVELOPMENT. 10. SOCIAL CHANGE. 11. TELECOMMUNICATION. 12. VOCATIONAL EDUCATION. 13. YOUTH PROGRAMMES. I. Title. II. Daka, P. J., ed.

Contents.

Editor's notes. p. 1-2. Chairman's speech. p. 3-4. Main papers. p. 5-44, includes Opening Speech by Hon. W.P. Nyirenda. p. 6-19. Adult education and political and social change by Hon J.M. Mwanakatwe. p. 20-34. Adult education

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and industrialization by A.N.L. Wina. p. 35-40. Adult education and rural development by Hon. A.I. Phiri. p. 41-44. Seminar reports. p. 45-58 includes Report on adult education and political and social change. p. 46-49. Report on adult education and industrialization. p. 50-55. Report on adult education and rural development. p. 56-58. Information papers. p. 59-82 includes Nutrition education and development, by E.C. Thomson. p. 59-61. Natural resources committee and rural development, by Percy R. Hall. p. 62-63. Adult education in the Zambia youth service, by E.R. Mbambara. p. 64-65. Posts and telecommunications: our job and how we train for it, by James N. Ainsworth. p. 66-69. Ndola city council: adult literacy programme, by F.M. Phiri. p. 70-74. Ndola adult education centre, by V.D. Naidoo. p. 75-80. Officers of the national executive and provincial branches. p. 81-82.

Tehran 395

Adult Literacy Programme. Zambia, 1966- .
A study to compare two styles of writing for new literates by Mushtaq Ahmed [n.p. 1969]
12 p. tables.

1. ZAMBIA. 2. ADULT LITERACY PROGRAMME ZAMBIA, 1966- . 3. ADULT LITERACY. 4. BEMBA (LANGUAGE OF INSTRUCTION). 5. NEW LITERATES. 6. READING MATERIALS PRODUCTION. 7. STATISTICAL DATA. I. Title. II. Ahmed, Mushtaq.

Contents.

Introduction. p. 1. Design of study. p. 1-3. The sample. p. 3. Characteristics. p. 3. Findings. p. 4. Conclusion. p. 6.

Tehran 396

Projet Pilote d'Alphabétisation Fonctionnelle, Madagascar, 1969- .
Rapport sur l'etat du projet, Octobre 1968-Novembre 1969. n.p. [1969]
47 p. tables.

1. MADAGASCAR. 2. FUNCTIONAL LITERACY PILOT PROJECT, MADAGASCAR, 1969. 3. EXPERIMENTAL PROGRAMMES. 4. FUNCTIONAL LITERACY PROGRAMMES. 5. LITERACY METHODS. 6. NATIONAL PROGRAMMES. 7. PERSONNEL POLICY. 8. PROGRAMME ADMINISTRATION. 9. PROGRAMME EVALUATION. 10. PROGRAMME PLANNING. 11. READING MATERIALS PRODUCTION. I. Title. II. Functional Literacy Pilot Project, Madagascar, 1969- .

Contents.

A. Situation generale. 1. Objectifs du projet. p. 1-2. Le milieu. p. 3-9. 3. Développement du milieu et aspect fonctionnel du projet. p. 10-12. 4. Plan d'opérations. p. 12. 5. Le projet dans le cadre de l'administration nationale (notamment SED/AR) et les relations avec les autorités et services techniques. p. 13. 6. Méthodes expérimentales d'alphabétisation. p. 14-15. B. Organisation du travail. 7. Projet d'organigramme. p. 16. 8. Personnel du

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projet. a) personnel international. p. 17. b) personnel national. p. 18-19. 9. Locaux. p. 20. 10. Equipement et matériel. a) international. p. 21. b) national. p. 22. 11. Méthodes de travail au sein de l'équipe du projet. p. 23-24. C. Activites effectuees et perspectives pour l'avenir. 12. Mise en oeuvre du projet. p. 25-27. 13. Activités d'étude et de consultation. p. 27-28. 14. Formation du personnel. p. 29-30. 15. Production de matériel. p. 31-34. 16. Activités sur le terrain. p. 35. a) à Farafangana. p. 35-38. b) à Befandriana. p. 38-40. c) à Tuléar. p. 40-41. 17. Evaluation. p. 41-45. 18. Plans de travail et conclusions. p. 46-47.

Tehran 398

Projet Pilote d'Alphabétisation Fonctionnelle, Madagascar, 1969- .
The training of literacy instructors: Befandriana, Farafangana, Tulear.
4 p.
(Insert in Literacy: a newsletter, no. 3, 1971).

1. MADAGASCAR. 2. FUNCTIONAL LITERACY PILOT PROJECT. MADAGASCAR, 1969. 3. LITERACY TEACHERS. 4. TEACHER EDUCATION. I. Title. II. Functional Literacy Pilot Project, Madagascar, 1969- .

Contents.

Background of the teachers. p. 1. Object of the training. p. 1. Educational training. p. 2. Social and economic training. p. 3. Vocational training. p. 3. Statistical training. p. 4. Practical phase. p. 4.

Tehran 400

National Adult Education Association of Tanzania Seminar, November 17 and
18, 1972.

After literacy what next? The role of libraries in post literacy adult education [by] Ezekiel E. Kaungamno. Dar es Salaam University, Institute of Adult Education [n.d.].

7 p.

1. TANZANIA. 2. LIBRARY SERVICES. 3. LITERACY RETENTION. 4. NEW LITERATES. 5. READING MATERIALS PRODUCTION. I. Title. II. Kaungamno, Ezekiel E .

Ezekiel E. Kaungamno is (1972) Director of the Tanganyika Library Service.

Tehran 402

Dupas, A

Sénégal; alphabétisation fonctionnelle; avril-juin 1970. Paris, Unesco, 1970.

40 p. tables, diagrs. (2074/BMS.RD/EDA) (RM/PP/CONSULTANT).

1. SENEGAL. 2. FUNCTIONAL LITERACY PROGRAMMES. 3. LESSON PLANS. 4. TESTS. 5. UNESCO PUBLICATION. I. Title. II. Series.

Contents.

Information. p. 5. Choix de l'entreprise. p. 6. Enquête dans l'usine. p. 7-8. Contrôle des connaissances au départ. p. 9. Le programme. p. 10. Les fiches. p. 11. Formation des animateurs. p. 12. Le contrôle au cours de l'alphabétisation. p. 13. Conclusion. p. 14. Annexe I. L'alphabétisation fonctionnelle (circulaire distribuée à tous les chefs d'entreprise de la région du Cap-Vert). p. 15-16. Annexe II. Répartition des âges à la SIV. p. 17. Annexe III. Classement des mots recueillis à l'usine au cours de l'enquête. p. 18. Annexe IV. Tests de niveau. p. 19-23. Annexe V. Programme. p. 24. Annexe VI. Fiche de discussion et de travaux pratiques. p. 27.

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Annexe VII. Fiche animateur - Lecture. p. 28-29. Annexe VIII. Fiche lecture - Eléves. p. 30. Annexe IX. Conseils pédagogiques pour la leçon d'écriture. p. 31-32. Annexe X. Fiche de calcul pour animateurs. p. 33. Annexe XI. Enseignement traditionnel et enseignement fonctionnel. p. 34-37. Annexe XII. Fiche de contrôle. p. 38. Annexe XIII. Graphique de contrôle. p. 39. Annexe XIV. Usines et entreprises visitées au cours de la mission. p. 40.

A. Dupas is (1970) a Unesco Consultant.

Tehran 403

Projet Pilote d'Alphabétisation Fonctionnelle, Madagascar, 1969- .
Enquête de base; sous-projet de Befandriana-nord [by] Roger Couvert [and others] n.p., 1970.
various pagings, maps, diagrs. (Evaluation 22)

Document de travail; confidentiel.

1. MADAGASCAR. 2. ADMINISTRATION. 3. ADULT ILLITERATES. 4. AGRICULTURE. 5. COMMUNICATIONS. 6. DEVELOPMENTAL PROGRAMMES. 7. ECONOMIC DEVELOPMENT. 8. ECONOMIC FACTORS. 9. EDUCATIONAL IMPROVEMENT. 10. FUNCTIONAL LITERACY. 11. HEALTH FACILITIES. 12. LIVESTOCK. 13. PEASANTS. 14. POPULATION TRENDS. 15. SURVEYS. 16. FUNCTIONAL LITERACY PILOT PROJECT, MADAGASCAR, 1969, I. Title. II. Couvert, Roger. III. Series. IV. Functional Literacy Pilot Project, Madagascar, 1969- . V. Sous-projet de Befandriana-nord, madagascar.

Contents.

Aspects géographiques. p. 9-10. Indicateurs économiques. p. 15-17. Facteurs économiques. p. 19-28. Plans de développement. p. 31-44.

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Infrastructure. p. 46-64. Aspects démographiques. p. 65-74. Aspects psychosocialogiques. p. 75-91. Le développement. Appareils chargés du développement. p. 91-98. Formation et perfectionnement scolaire et professionnel. p. 99-102. Etude de l'analphabétisme. Analyse de l'analphabétisme. p. 103-107. Lutte contre l'analphabétisme. p. 109-131. Annexes. Spécimens du matériel d'enquête utilisé. 22p.

Tehran 413

Work-Oriented Adult Literacy Pilot Project in Mali.
A method of identifying and formulating training requirements of illiterate industrial workers.
(Insert in Literacy: a newsletter. 4th Q, 1971)
4 p. diagrs.

At head of title: Functional literacy project.

1. MALI. 2. FUNCTIONAL LITERACY PROGRAMMES. 3. TRAINING TECHNIQUES.
4. WORK-ORIENTED ADULT LITERACY PILOT PROJECT, MALI. I. Title.

Contents.

Foreword. p. 1. Anatomy of the method. p. 2-4. Utilization of the data collected. p. 4. Conclusion. p. 4.

Tehran 436

Rahnema, Majid
L'institutionnalisation des processus de la reforme de l'éducation. Paris, Unesco, Commission internationale sur le développement de l'éducation, 1971.
21 p. (Série B: opinions, no. 43)

1. CONTINUOUS LEARNING. 2. EDUCATIONAL ADMINISTRATION. 3. EDUCATIONAL CHARGE. 4. EDUCATIONAL POLICY. 5. EDUCATIONAL RESEARCH. 6. EVALUATION. 7. EXPERIMENTAL PROGRAMMES. 8. FUNCTIONAL LITERACY. 9. MASS COMMUNICATION. 10. UNESCO PUBLICATION. I. Title. II. Commission internationale sur le développement de l'éducation. III. Series.

Contents.

-- Premières leçons des projets expérimentaux d'alphabétisation fonctionnelle. p. 1-4. Elaboration des concepts - rappel de quelques principes de base. p. 5-6. Recherche, expérimentation et evaluation - éléments de base d'une refonte des systèmes. p. 7-14. Dernières phases du processus d'institutionnalisation des réformes. p. 15-20. Conclusion. p. 21.

Tehran 446

Furter, Pierre
Quelques problèmes de la planification de l'éducation des adultes [Paris] Unesco; Institut International de Planification de l'Education [1972]
45 p. figs. (Les principes de la planification de l'éducation: conférences et discussions, no. 59) (IIEP/TM/59/72).

1. ADULT EDUCATION. 2. ADULT ILLITERATES. 3. ADULT STUDENTS. 4. CULTURAL CONTEXT. 5. EDUCATIONAL PLANNING. 6. EDUCATIONAL PROBLEMS. 7. LITERACY EDUCATION. 8. UNESCO PUBLICATION. 9. VENEZUELA. I. Title. II. Series, both.

Contents.

Preface. 1p. A qui s'adresse l'éducation des adultes? Une analyse qualitative de ses clientèles. p. 1-12. De la lutte contre l'analphabétisme au développement culturel. p. 13-31. L'extra-scolaire: partie d'un système ou parasystème de formation? p. 32-44.

Tehran 451

Panel for Evaluation of Experimental World Literacy Projects, 4th Meeting, of Paris, Unesco, 20-24 September 1971.

Report of the meeting of evaluation specialists of the Experimental World Literacy Programme, 3-8 May 1971. Paris, Unesco, 1971.

various pagings, tables (ED-71/CONF.43/3).

Also in French.

Distribution: limited.

4 appendices.

1. EXPERIMENTAL WORLD LITERACY PROGRAMME, 1966- . 2. MEETINGS. 3. PROGRAMME EVALUATION. 4. PROJECT REPORT. 5. TEST CONSTRUCTION. 6. UNESCO PUBLICATION. I. Title. II. French title: Rapport de la réunion des specialistes de l'évaluation du programme expérimental mendial d'alphabétisation. III. Series.

Contents.

Appendix 1- list of participants. p. 1-3. Appendix 2- Agenda. p. 1-2. Appendix 3- indicators as retained in the standardized data reporting system.

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Tehran 478

Projet Pilote d'Alphabétisation Fonctionnelle, Madagascar, 1969- .
Annexe: Facteurs economiques de Madagascar [Paris, Unesco? n.d.]
9 p. (WS/0766-1-EDA).

1. MADAGASCAR. 2. FUNCTIONAL LITERACY PILOT PROJECT, MADAGASCAR 1969- .
3. AGRICULTURAL PRODUCTION. 4. FINANCIAL SUPPORT. 5. INVESTMENT.
6. NATIONAL PROGRAMME. 7. SOCIO-ECONOMIC BACKGROUND. I. Title.
II. Functional Literacy Pilot Project, Madagascar, 1969- . III. Series.
IV. Facteurs économiques de Madagascar.

Contents.

Introduction. p. 1-3. Le plan national. p. 3. Secteur primaire. p. 3-4. Secteur tertiaire. p. 4. Commerce. p. 4. Investissements. p. 4. Finances publiques. p. 5. Résumé. p. 6. Analyse. p. 6-7. Riz. p. 8. Elevage et produits bovins. p. 8. Café. p. 8. Arachides. p. 8-9. Coton. p. 9.

Tehran 493

Mount Carmel International Training Centre for Community Services.
Course on functional literacy in the framework of youth programmes, 17 July-30 September 1972. Report. Haifa, the Centre [1973?]
26 p. illus.

1. FUNCTIONAL LITERACY. 2. ISRAEL. 3. KENYA. 4. LITERACY EDUCATION. 5. REPORTS. 6. TEACHER EDUCATION. 7. YOUTH PROGRAMMES. I. Title.

Contents.

Introduction. p. 1-2. Programme of studies. p. 3-6. Study visits. p. 7-10. International Literacy Day. p. 11. Evaluation by participants. p. 12. Field work in Kenya. p. 13-14. Workshops. p. 15-18. List of lecturers. p. 19-20. Participants: list. p. 21; analysis. p. 22. Participants in workshops in Nairobi. p. 23-24. Bibliography. p. 25-26.

Tehran 524

ASFEC.

Programme of the fifth training course in functional literacy, 1 October - 31 December, 1972. Sirs-El-Layyan, Menoufia, Egypt, 1972.

14 p. tables.

1. EGYPT ARAB REPUBLIC. 2. COURSE CONTENT. 3. COURSE OBJECTIVES. 4. FUNCTIONAL LITERACY. 5. LITERACY TEACHERS. 6. TEACHER PROGRAMMES. I. Title. II. Fifth training course in functional literacy, 1 October - 31 December, 1972.

Contents.

Objectives. p. 1. Duration. p. 1. Principles underlying the organization of the course. p. 2-3. Main features of the programme. p. 3-6. Training programme for the fifth course trainees. p. 7-14.

Tehran 525

ASFEC.

Programme of the fourth training course in functional literacy, 13 February - 11 May 1972. Sirs-El-Layyan, Menoufia, Egypt, 1972.

5,(10) p.

Cover title: Fourth training course in functional literacy, 13 February - 11 May 1972.

1. FUNCTIONAL LITERACY. 2. LITERACY ORGANIZATIONS. 3. LITERACY TEACHERS. 4. TEACHER PROGRAMMES. I. Title. II. Cover title.

Contents.

Objectives. p. 1. Principles underlying the organization of the course. p. 1-2. Main features of the programme. p. 2-5. Training programme for the 4th course trainees. (10p).

Tehran 527

Work-Oriented Literacy Pilot Project, Ethiopia, 1968-71.
Guidelines for quizes, tests and examinations, by Ato Leake Abbaye [and others] Addis Ababa, Imperial Ethiopian Government, Ministry of Education and Fine Arts/UNOP/UNESCO, 1972.
15 p. (WORKLITUN 22-100-73).

1. ETHIOPIA. 2. ACHIEVEMENT TESTS. 3. FUNCTIONAL LITERACY PROGRAMMES. 4. TEACHING GUIDES. 5. TEST CONSTRUCTION. 6. WORK-ORIENTED LITERACY PILOT PROJECT, ETHIOPIA, 1968-71. I. Title. II. Abbaye, Ato Leake. III. Series.

Contents.

Introduction. p. 1. Section I. Reading. p. 2. Writing. p. 2. Basic arithmetic. p. 2. Applied arithmetic. p. 2. Occupational knowledge. p. 3. Socio-economic knowledge. p. 3-4. Section II. The quize. p. 4-5. Number of quizes and tests. p. 5. Form of the tests. p. 5-6. The responsibility of literacy officers and supervisors for quizes and tests. p. 6. Oral and written questions. p. 6. Questions of emphasis. p. 6-7. Section III. True-false questions. p. 7. Multiple choice. p. 7. Free response questions. p. 7. Com-

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pletion of sentence or filling up the blank space. p. 7. Section IV. Teachers' report. p. 8-9. Administration of tests. p. 10-14. Section V. Grading the tests. p. 14-15. Analysing raw scores or test results. p. 15. Acknowledgement. p. 15.

Tehran 547

Work-Oriented Literacy Pilot Project, Ethiopia.
Report of writers' workshop. December 18-30, 1972 [Addis Ababa, 1973]
various pagings.

1. ETHIOPIA. 2. FUNCTIONAL LITERACY PROGRAMMES. 3. INSTRUCTIONAL MATERIALS. 4. LITERACY EXPERTS. 5. PROGRAMME PROPOSALS. 6. REPORTS. 7. WORK-ORIENTED LITERACY PILOT PROJECT, ETHIOPIA. 8. WORKSHOPS. I. Title.

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Introduction. p. 1. Objectives of writers' workshop. p. 1-2. Participants. p. 2. Opening session. p. 2. Working papers. p. 2-3. Working groups. p. 3. Recommendations. p. 4-7. Appendix I. Programme. p. 1-6. Appendix II. List of participants. p. 1-2. Appendix III. Titles of educational materials reviewed. p. 1-2. Appendix IV. Titles of educational materials (prepared by the workshop). p. 1-2.

Tehran 549

Work-Oriented Literacy Pilot Project, Ethiopia.

An interim survey of the integrated working of the Abella Farmers Multipurpose Cooperative Society, Abella Wollamo Sodo, by S.S. Tyagi [and others] Addis Ababa, 1973.

54 p. tables (Worklitun 23. 100. 73).

At head of title: IEG/UNDP/UNESCO Work-Oriented Adult Literacy Project.

1. ETHIOPIA. 2. COMMUNITY ATTITUDES. 3. COOPERATIVES. 4. CREDIT (FINANCE). 5. PARTICIPANT CHARACTERISTICS. 6. STATISTICAL SURVEYS. 7. WORK-ORIENTED LITERACY PILOT PROJECT, ETHIOPIA. I. Title. II. Tyagi, S . S . III. Teklehaimanot, Ato Sertsu. IV. Singh, B . N .

Tehran 550

Work-Oriented Literacy Pilot Project, Ethiopia.
Mass media coordination; summary of activities. Addis Ababa, 1973.
14 p.

At head of title: Work-Oriented Adult Literacy Project. UNESCO-UNDP/ Special Fund- Ethiopia.

1. ETHIOPIA. 2. AUDIOVISUAL AIDS. 3. EDUCATIONAL RADIO. 4. FUNCTIONAL LITERACY PROGRAMMES. 5. INSTRUCTIONAL FILMS. 6. MASS MEDIA. 7. NEWSPAPERS. 8. PROGRAMME COORDINATION. 9. WORK-ORIENTED LITERACY PILOT PROJECT, ETHIOPIA. I. Title.

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Main tasks. p. 1. Specific tasks. p. 1-2. Why and how posters. p. 2-3. Wall news papers. p. 3-5. Radio and Cassettephone programmes. p. 5-8. Slides, photographs and filmstrips. p. 9-11. Coordination. p. 11-12. Training. p. 13. Public relations. p. 14.

Tehran 554

Ministry of Education and Social Welfare. Directorate of Adult Education, India.

Preliminary report on problem survey preparatory to construction of functional material in Jaipur District. New Delhi [ca.1971]

13,39 p.

1. INDIA. 2. ADULT FARMER EDUCATION. 3. AGRICULTURAL PRODUCTION. 4. CURRICULUM CONTENT. 5. FARMERS TRAINING AND FUNCTIONAL LITERACY PROJECT, INDIA. 6. FUNCTIONAL LITERACY. 7. HIGH YIELDING VARIETIES PROGRAMME, INDIA. 8. PROBLEMS. 9. QUESTIONNAIRES. 10. READING MATERIALS PRODUCTION. 11. REGIONAL DIALECTS. 12. REPORTS. 13. SURVEYS. 14. WORKSHOPS. I. Title.

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Introduction. p. 1. The Jaipur experience: first phase: the problem survey. p. 2-3. Procedure adopted in conducting survey. p. 3-4. Diagnosis of the situations. p. 5-6. Identification and selection of the problems. p. 6-7. Interpretation of the situation and definition of the functional literacy target. p. 7. From the problem to the curricular units. p. 7-8. The functional literacy goals. p. 8-9. Fundamentals of the didactic method. p. 9. Materials'

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sets and their evolution. p. 10. Follow-up. p. 11. Strategy. p. 11-12. Calendar of the functional literacy course. p. 13. Annexes: 1. National writers' workshop on production of reading materials for new-literates. p. 1-4. 2. Indicative plan for the development problem-survey. p. 5-7. 3. Farmers' training and functional literacy project. Survey of problems encountered by illiterate farmers in adopting high yielding varieties. p. 8-13. 4. Farmers' training and functional literacy project (participant interview schedult). p. 14-28. 5. Basic data about the dates, times and respondents of the interviews. p. 29-36. 6. Brief report on the linguistic survey (by Dr. Chatturvedi). p. 37-39.

Tehran 555

Workshop on Functional Literacy, 5th., Lucknow, Literacy House, 16-21 August 1971.

Methods and materials for adult literacy. Outline of a talk given by Dr. T.A. Koshy, at the Workshop on Adult Literacy organized by the National Council of Y.M.C.A's of India at Literacy House, Lucknow, on August 18, 1971.

4 p.

1. INDIA. 2. INSTRUCTIONAL MATERIALS. 3. LITERACY EDUCATION. 4. LITERACY METHODS. 5. WORKSHOPS. I. Title. II. Koshy, T . A . III. Literacy House, Lucknow.

Tehran 556

Workshop on Functional Literacy, 5th., Lucknow, Literacy House, 16-21 August, 1971.

Role of some voluntary organization in the field of literacy programme [by] R.C. Ariel [1971?]

11,2 p.

At head of title: organised by: National Council of Y.M.C.A's of India in collaboration with Literacy House, Lucknow.

1. INDIA. 2. AGENCY ROLE. 3. LITERACY HOUSE, LUCKNOW. 4. LITERACY ORGANIZATIONS. 5. LITERACY PROGRAMMES. 6. VOLUNTARY AGENCIES. 7. WORKSHOPS. I. Title. II. Ariel, R . C . III. Literacy House, Lucknow.

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Introduction. p. 1-2. Bengal Social Service League. p. 2-3. Mysore Adult Education Council. p. 3-4. Andhra Mahila Sabha. p. 4. Bombay City Social Education Committee. p. 4-5. Seva Mandir, Udaipur. p. 5. Sava Seva Sangh. p. 5-6. Shree Sharda Sadan Pustakalaya. p. 6. Bhartiya Gramin Mahila Saugh, Indore. p. 6. Young Women's Christian Association - Lucknow. p. 7. Shri

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Gangajala Vidyapeeth. p. 8. Utkal Christian Council. p. 8. Talim Ghar. p. 8. Tabitka Jyoti Niketan. p. 9. Literacy International Committee. p. 9. Literacy House. p. 9-11. Annexture A- List of some voluntary organisations working in the field of literacy programmes with whom Literacy House has ome contacts. p. 1-2.

R.C. Ariel is (1971) Project Officer in charge of Audiovisual Education at Literacy House, Lucknow.

Tehran 557

Workshop on Functional Literacy, 5th., Lucknow, Literacy House, 16-21 August,
1971.
Farmers' Functional Literacy project in Lucknow District [by] Y.N. Saxena
[1971?]
4 p.

At head of title: organized by: National Council of Y.M.C.A's of India in collaboration with Literacy House, Lucknow.

1. INDIA. 2. ADULT FARMER EDUCATION. 3. FARMERS TRAINING & FUNCTIONAL LITERACY PROJECT, INDIA. 4. FUNCTIONAL LITERACY PROGRAMMES. 5. LITERACY ATTAINMENT LEVELS. 6. PROGRAMME EVALUATION. 7. WORKSHOPS. I. Title. II. Saxena, Y . N . III. Literacy House, Lucknow.

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Introduction. p. 1. Teaching at the centres. p. 1-2. Examination at the centres. p. 2-3. Evaluation results. p. 3. Pilot evaluation. p. 3-4. Follow up. p. 4.

Y.N. Saxena is (1971) Sub-Deputy Inspector of Schools, Lucknow.

Tehran 558

Workshop on Functional Literacy, 5th., Lucknow, Literacy House, 16-21 August, 1971.

Principles of literacy education project planning and practical steps in the formulation of literacy projects [by] P.N. Shivpuri [1971?]
11 p.

At head of title: organized by: National Council of Y.M.C.A's of India in collaboration with Literacy House, Lucknow.

1. EDUCATIONAL PRINCIPLES. 2. FUNCTIONAL LITERACY PROGRAMMES. 3. PROGRAMME PLANNING. 4. WORKSHOPS. I. Title. II. Shivpuri, P . N . III. Literacy House, Lucknow.

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Introduction. p. 1-2. Part I. Principles of educational planning. p. 2-5, including: value oriented. p. 2. Compatibility. p. 2-3. Programming for maximisation. p. 3. Time factor. p. 3. Flexibility. p. 4. Clarity. p. 4. Comprehensibility. p. 4-5. Decentralisation. p. 5. Part II. Practical steps in writing up a functional literacy and adult education project. p. 5-10,

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including: synopsis. p. 5. Background. p. 5. Problems and purpose of proposed programme (justification). p. 5. Proposal, objectives, area of operation. p. 6. Resources. p. 6. Working pattern. p. 7. Syllabus. p. 7. Duration. p. 7-8. Budget. p. 8-9. Evaluation. p. 9-10. Follow up. p. 10. Bibliography. p. 11.

P. N. Shivpuri is (1971) Project Officer, Literacy House, Lucknow.

Tehran 559

Workshop on Functional Literacy, 5th., Lucknow, Literacy House, 16-21 August, 1971.

Problems in working literacy programmes in rural areas [by] A.R. Siddiqi [1971?]

11 (4) p.

At head of title: organised by: National Council of Y.M.C.A's of India in collaboration with Literacy House, Lucknow.

1. INDIA. 2. EDUCATIONAL PROBLEMS. 3. LITERACY EDUCATION. 4. LITERACY TEACHERS. 5. PROGRAMMING PROBLEMS. 6.RURAL AREAS. 7. WORKSHOPS. I. Title. II. Siddiqi, A. R. III. Literacy House, Lucknow.

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References. p. 12. Appendix II. Persuasive duties of literacy workers in rural set up. p. 13. Appendix III. Educational and informative duties of literacy workers in a rural set up. p. 14. Appendix IV. Organizational duties of a literacy worker in a rural set up. p. 15. Appendix V. Problems faced by an adult literacy worker in rural surroundings regarding human relationship. p. 16.

A. Rasheed Siddiqui is (1971) the Principal of the Young Farmers Institute of Literacy House, Lucknow.

Tehran 560

Workshop on Functional Literacy, 5th., Lucknow, Literacy House, 16-21 August, 1971.

Follow-up of literacy [by] Anand Prakash [1971?]
7 p.

At head of title: organised by: National Council of Y.M.C.A's of India in collaboration with Literacy House, Lucknow.

1. COCURRICULAR ACTIVITIES. 2. FOLLOWUP STUDIES. 3. FUNCTIONAL LITERACY PROGRAMMES. 4. LIBRARY SERVICES. 5. LITERACY RETENTION. 6. NEW LITERATES. 7. WORKSHOPS. I. Title. II. Prakash, Anand. III. Literacy House, Lucknow.

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Aims of the follow-up programmes. p. 1-2. Suggested follow-up programmes. p. 2-6, including: 1. Wall news paper. p. 2; 2. Library services. p. 3-5. A- Tin-Trunk library. p. 3; B- Market Mobile library. p. 3; C- Bell Bicycle library. p. 3-4; D- Halting library. p. 4. E- Home library. p. 4; F- Inter-library loan service. p. 4-5. 3. Production of suitable literature. p. 5. 4. Assigning educational roles. p. 5. 5. Organizing competitions. p. 5.

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6. Organizing book fairs. p. 5-6. 7. Setting up readers' clubs. p. 6. 8. Organizing short courses. p. 6. What these activities should reflect. p. 6-7.

Anand Prakash is (1971) Writer-Editor, Communication Media Production Dept. at Literacy House, Lucknow.

Tehran 561

Workshop on Functional Literacy, 5th., Lucknow, Literacy House, 16-21 August, 1971.

Recommendations of the workshop [1971?]

3 p.

At head of title: organised by: National Council of Y.M.C.A's of India in collaboration with Literacy House, Lucknow.

1. INDIA. 2. LITERACY EDUCATION. 3. PROGRAMME PROPOSALS. 4. WORKSHOPS.
I. Title. II. Literacy House, Lucknow.

Tehran 562

Workshop on Functional Literacy, 5th., Lucknow, Literacy House, 16-21 August, 1971.
The progress of literacy in India [by] O.P. Kumar [1971?]
10,3 p. tables.

At head of title: organised by: National Council of Y.M.C.A's of India in collaboration with Literacy House, Lucknow.

1. INDIA. 2. EDUCATIONAL NEEDS. 3. ILLITERATE ADULTS. 4. LITERACY EDUCATION. 5. PROGRAMME PROPOSALS. 6. WORKSHOPS. I. Title. II. Kumar, O . P III. Literacy House, Lucknow.

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O.P. Kumar is (1971) Senior Instructor in the Training Dept., Literacy House, Lucknow.

Tehran 563

Workshop on Functional Literacy, 5th., Lucknow, Literacy House, 16-21 August, 1971.

Literacy programmes for women [by] Sheela Trivedi.

7 p.

At head of title: organised by: National Council of Y.M.C.A's of India in collaboration with Literacy House, Lucknow.

1. LITERACY PROGRAMMES. 2. PROGRAMME CONTENT. 3. WOMENS EDUCATION. 4. WOMENS ROLE. 5. WORKSHOPS. I. Title. II. Trivedi, Sheela. III. Literacy House, Lucknow.

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The magnitude. p. 1. Percentage of illiteracy among different age and sex groups according to 1961 Census. p. 2. The importance. p. 2-3. Contents of literacy programmes for women. p. 3-4. Suggested patterns of literacy programme for women. p. 4-5. Problems of work among women. p. 5-6. Suggestions. p. 6-7.

Sheela Trivedi is (1971) Principal of Family Life Centre, Literacy House, Lucknow.

Tehran 564

Workshop on Functional Literacy, 5th., Lucknow, Literacy House, 16-21 August, 1971.

Organisation, administration and finances of literacy programmes [by] Virendra Tripathi [1971?]

6 p.

At head of title: organised by: National Council of Y.M.C.A's of India in collaboration with Literacy House, Lucknow.

1. INDIA. 2. FINANCIAL SUPPORT. 3. FUNCTIONAL LITERACY PROGRAMMES. 4. PROGRAMME ADMINISTRATION. 5. PROGRAMME ORGANIZATION. 6. PROGRAMMING PROBLEMS. 7. WORKSHOPS. I. Title. II. Tripathi, Virendra. III. Literacy House, Lucknow.

Contents.

Introduction. p. 1-2. Problems related to the functional literacy programmes to be conducted during 1970's by the National Council. p. 2-4. Organisational problems in functional literacy programmes. p.4. Administration and supervision of functional literacy programmes. p. 4-5. Problems relating

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to administration and supervision. p. 5. Problems relating to finances. p. 6.

Virendra Tripathi is (1971) Programme and Planning Officer and Head of the Literacy Communications Media Centre at Literacy House, Lucknow.

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Workshop on Functional Literacy, 5th., Lucknow, Literacy House, 16-21 August, 1971.
Training of literacy workers [by] R.S. Srivastava [1971?]
7 p.

At head of title: organised by: National Council of Y.M.C.A's of India in collaboration with Literacy House, Lucknow.

1. INDIA. 2. FUNCTIONAL LITERACY. 3. LITERACY TEACHERS. 4. TEACHER EDUCATION. 5. TEAM TRAINING. 6. WORKSHOPS. I. Title. II. Srivastava, R . S . III. Literacy House, Lucknow.

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R.S. Srivastava is (1971) Head of the Training Department, Literacy House, Lucknow.

Tehran 566

Workshop on Functional Literacy, 5th., Lucknow, Literacy House, 16-21 August, 1971.

Evaluating a literacy project [by] T.R. Singh [1971?]

4 p.

At head of title: organized by: National Council of Y.M.C.A's of India in collaboration with Literacy House, Lucknow.

1. FUNCTIONAL LITERACY PROGRAMMES. 2. PROGRAMME EVLUATION. 3. WORKSHOPS. I. Title. II. Singh, T . R . III. Literacy House, Lucknow.

Contents.

Introduction. p. 1-2. Evaluation design. p. 2-3. Data collection. p. 3. Organisation of data analysis and report writing. p. 3-4.

T.R. Singh is (1971) Head of Research and Evaluation Department at Literacy House, Lucknow.

Tehran 568

Workshop on Functional Literacy, 5th., Lucknow, Literacy House, 16-21 August, 1971.
Concept of functional literacy [by] S.M.M. Ahmad [1971?]
various pagings, tables.

At head of title: organized by: National Council of Y.M.C.A's of India in collaboration with Literacy House, Lucknow.

1. ANNOTATED BIBLIOGRAPHIES. 2. FUNCTIONAL LITERACY. 3. FUNCTIONAL LITERACY PROGRAMMES. 4. ILLITERATE ADULTS. 5. INDIA. 6. WORKSHOPS. I. Title. II. Ahmad, S . M . M . III. Literacy House, Lucknow.

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S.M.M. Ahmad is (1971) Instructor in charge of the Correspondence Course, Training Dept., Literacy House, Lucknow.

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Workshop on Functional Literacy, 5th, Lucknow, Literacy House, 16-21 August 1971.

Role of audio-visual aids in literacy programmes [by] R.C. Ariel [1971?]
15 (6) p.

At head of title: organized by: National Council of Y.M.C.A's of India in collaboration with Literacy House, Lucknow.

1. AUDIOVISUAL AIDS. 2. FUNCTIONAL LITERACY. 3. INSTRUCTIONAL FILMS.
4. LITERACY CLASSES. 5. WORKSHOPS. I. Title. II. Literacy House, Lucknow.
III. Ariel, R . C .

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R.C. Ariel is (1971) Project Officer of Audio-Visual Education, Literacy House, Lucknow.

Tehran 570

Gujarat State Social Education Committee.
Workshops on adult literacy in Gujarat. Surat [India] the Committee, 1972.
24 p.

1. INDIA. 2. ADULT LITERACY. 3. AUTHORS. 4. HIGH INTEREST LOW VOCABULARY BOOKS. 5. NEW LITERATES. 6. WORKSHOPS. I. Title.

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PUBLICATIONS OF THE INSTITUTE

- *Literacy Discussion :*

  A quarterly journal devoted to a discussion of various aspects of literacy. Available in English and French. (First issued in January 1970).

- *Literacy Work :*

  A quarterly journal focusing on literacy projects and field work. Available in English and French. (First issued in July 1971).

- *Literacy Documentation*

  A quarterly bulletin for information centres and research workers, giving comprehensive documentation on materials in the fields of literacy and adult education. Published in English only, with abstracts also available in French. (First issued in January 1972).

- *Literacy Projects :*

  Final report on replies to the Institute's questionnaire. Available in English and French. (Issued in December, 1971).

- *Directory of Libraries, Information Centres and Projects in the Field of Literacy.* Preliminary Draft (Issued in October, 1972).

- *Directory of Libraries and Information Centres in the Field of Literacy.* (1973 edition).